

# THE INAUGURATION OF GEORGE RUPP




THE BOARD OF GOVERNORS  
of  
WILLIAM MARSH RICE UNIVERSITY  
present with their compliments  
this volume recording the events of the  
INAUGURATION OF PRESIDENT GEORGE RUPP  
October Twenty-fifth  
Nineteen Hundred Eighty-five



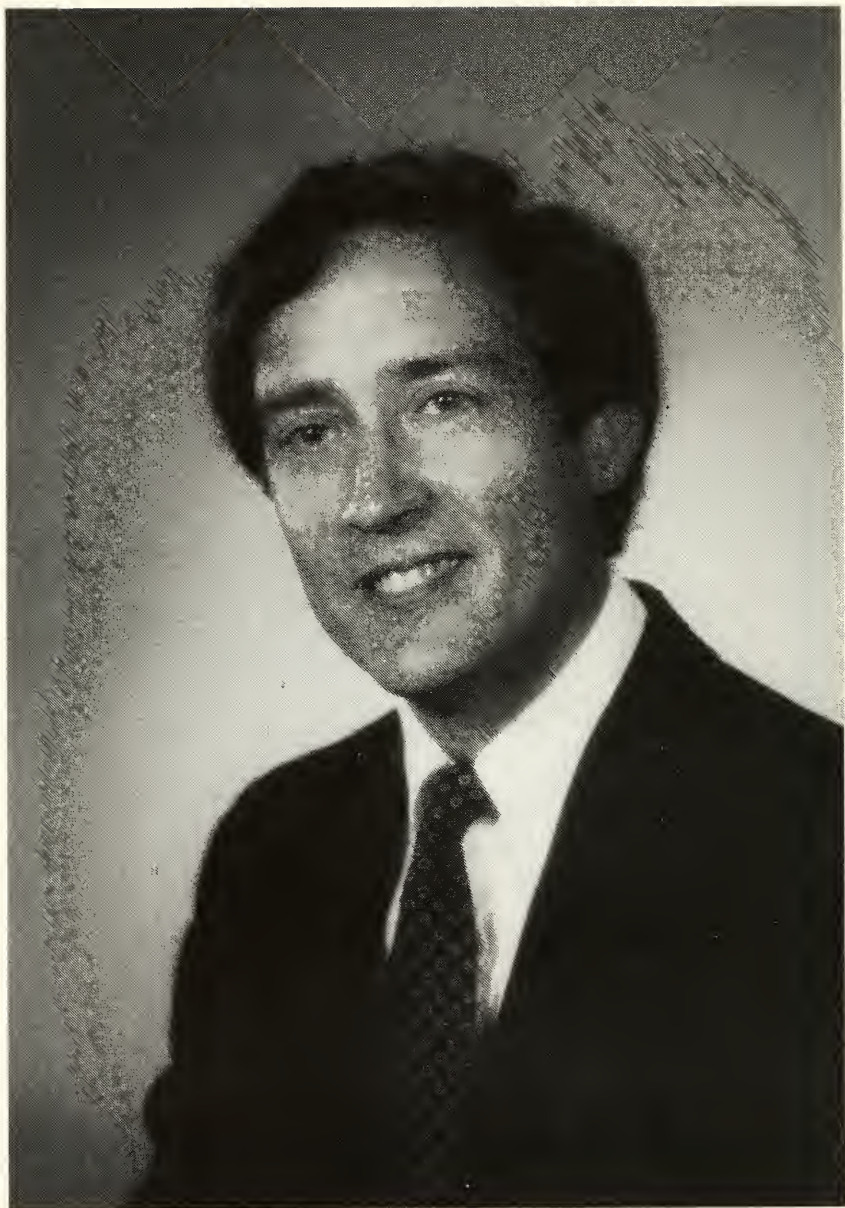






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THE INAUGURATION  
OF GEORGE RUPP



GEORGE RUPP



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WILLIAM MARSH RICE  
UNIVERSITY

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# THE PRESIDENTS OF RICE

THE WILLIAM MARSH RICE UNIVERSITY, dedicated to the "Advancement of Letters, Science, and Art," was chartered by its founder in 1891 as William Marsh Rice Institute. Its present name was adopted on July 1, 1960. The first president was Edgar Odell Lovett, professor of mathematics and chairman of the Department of Astronomy of Princeton University, when the Board of Trustees appointed him to the office on December 28, 1907. On September 23, 1912, the Institute began its first session, and later that year, on October 10, 11, and 12, the formal opening was celebrated with an Academic Festival. Dr. Lovett served as president through February 1946 and died on August 13, 1957.

He was succeeded as president on March 1, 1946, by William Vermillion Houston, professor of physics at the California Institute of Technology, who was formally inaugurated April 10, 1947. Forced to retire as president by reasons of health in 1960, he continued his research and teaching until his death on August 22, 1968. Carey Croneis, provost and professor of geology, served as acting president in 1960-1961.

The third president, Kenneth Sanborn Pitzer, was professor of chemistry and dean of the College of Chemistry at the University of California at Berkeley before he assumed his duties on July 1, 1961. He was formally inaugurated on October 10, 1962, in conjunction with the Academic Festival celebrating the semicentennial of the University, October 10-13, 1962. He resigned September 30, 1968, to accept the presidency of Stanford University. Frank Everson Vandiver, professor of history, acted as president from February 1969 until August 31, 1970.

Norman Hackerman was professor of chemistry and president of the University of Texas at Austin when on April 17, 1970, he accepted the position of fourth president. He took office on September 1, 1970, but was not formally inaugurated until September 24, 1971. He retired on June 30, 1985.

The fifth president of Rice University is George Erik Rupp, who assumed office on July 1, 1985. Prior to his appointment at Rice, Dr.

Rupp had been a faculty member and administrator at Johnston College in the University of Redlands (California), at the University of Wisconsin-Green Bay, and at Harvard, where he was John Lord O'Brien Professor of Divinity and Dean of the Divinity School until June 30, 1985.

He received his university education in this country (A.B. from Princeton, B.D. from Yale, and Ph.D. from Harvard), Europe (at the Universities of Munich and Tübingen), and Asia (at the University of Sri Lanka in Peradeniya).

He is the author of numerous articles and three books: *Christologies and Cultures: Toward a Typology of Religious Worldviews* (1974); *"Culture-Protestantism": German Liberal Theology at the Turn of the Twentieth Century* (1977); and *Beyond Existentialism and Zen: Religion in a Pluralistic World* (1979).

President Rupp is married to Nancy Katherine Farrar and is the father of two children, Katherine and Stephanie.

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THE BOARD OF GOVERNORS  
OF  
WILLIAM MARSH RICE UNIVERSITY  
HEREBY SUMMONS  
GEORGE RUPP  
TO HIS FORMAL INAUGURATION  
AS FIFTH PRESIDENT OF THE UNIVERSITY  
AT HALF PAST TWO O'CLOCK  
ON FRIDAY THE TWENTY-FIFTH OF OCTOBER  
NINETEEN HUNDRED AND EIGHTY-FIVE  
MAIN ACADEMIC QUADRANGLE

*Charles W. Duncan, Jr.*

CHAIRMAN  
BOARD OF GOVERNORS

THE OFFICIAL SUMMONS



# THE FORMAL SUMMONS

AT PRECISELY 5:00 P.M. on Thursday, October 24, 1985, Charles W. Duncan, Jr., chairman of the Board of Governors of Rice University, preceded by Chief Marshal Linda P. Driskill, left the Founder's Room in Lovett Hall, descended the stairs, and passed through the Sallyport. Both were robed in academic regalia, and Dr. Driskill carried the ceremonial mace of the University.

Crossing the East Lawn of Lovett Hall, they proceeded to the President's House, where Dr. Driskill knocked on the door. President Rupp, his wife Nancy, his daughters Katherine and Stephanie, accompanied by Chutney, the family dog, stepped out on the porch.

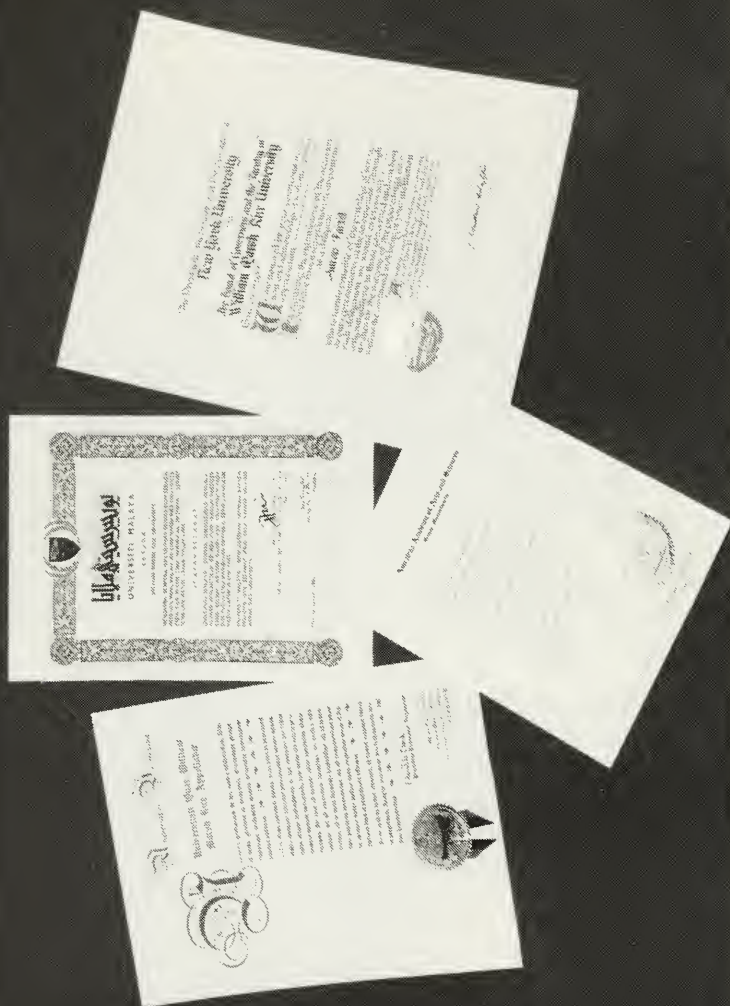
Unrolling the ribbon-tied scroll, Chairman Duncan read the formal summons: "The Board of Governors of William Marsh Rice University hereby summons George Rupp to his formal inauguration as fifth president of the University at half past two o'clock on Friday the twenty-fifth of October, Nineteen Hundred and Eighty-five, Main Academic Quadrangle."

He then presented the scroll to President Rupp, who replied that he would attend.

This ceremony was witnessed by many students, faculty, members of the Board of Governors, friends of the Rupps and the University, television crews, and reporters.



CHIEF MARSHAL DRISKILL, PRESIDENT RUPP,  
AND CHAIRMAN DUNCAN

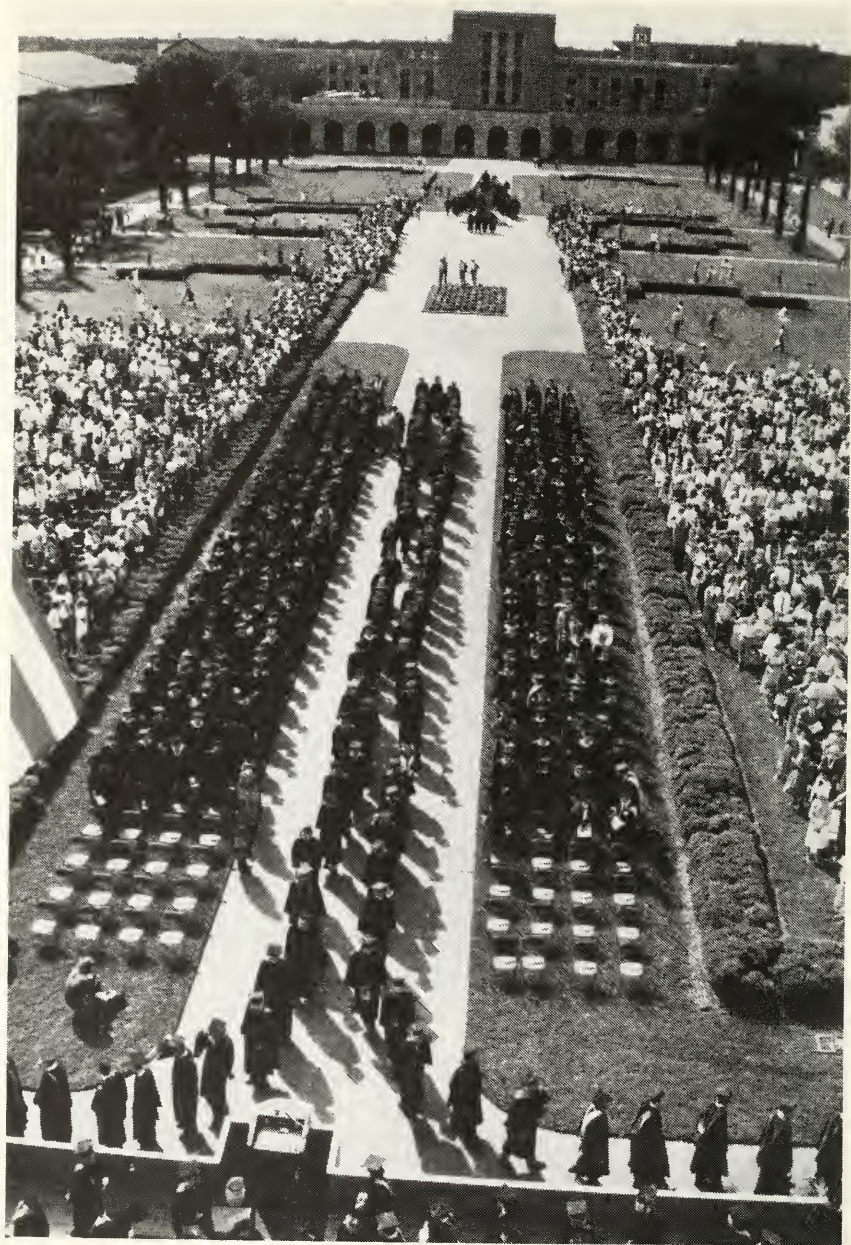


FOUR OF THE OFFICIAL GREETINGS RECEIVED



THE PRESIDENTIAL MEDAL AND PROGRAMS  
OF THE INAUGURATION AND INAUGURAL DINNER





THE INAUGURAL PROCESSION AND WREATH-LAYING  
ON THE TOMB OF THE FOUNDER

# THE INAUGURAL PROCEEDINGS

SUCCESSFULLY DEFYING the elements in one of the wettest Octobers known to Houston, the inauguration of George Rupp as fifth president of Rice University was held out of doors in the Rice Academic Quadrangle at 2:30 P.M., Friday, October 25, 1985. The procession began on schedule from Fondren Library led by the Rice University Marshals, followed in sequence by selected undergraduate students, selected graduate students, delegates of institutions of higher learning, delegates of learned and professional societies and other institutions, the Rice faculty, the Board of Governors, the guest speakers, and President Rupp.

Music was provided by the Rice University Band, conducted by Kenneth Dye, as they presented the first part of "Music for a Festive Occasion: Canons of Eight Trumpets," composed by Paul Cooper, composer in residence of the Shepherd School of Music.

As the procession passed the statue of William Marsh Rice, wreaths were laid by Barry W. Nicholson, president of the Rice Student Association, by Todd D. Giorgio, president of the Graduate Student Association, by G. Walter McReynolds, president of the Association of Rice Alumni, and by Stephen D. Baker, speaker of the Faculty Council.

When the procession had ended and the stands just west of the Lovett Hall Sallyport were occupied, the audience, led by the band, stood and sang three verses of "America."

Josephine E. Abercrombie, vice chairman of the Board of Governors, welcomed the assemblage, and introduced Rabbi Edward S. Treister of Congregation Beth Am and president of the Greater Houston Rabbinic Association, who pronounced the invocation:

When God created the world, He created it with wisdom. God's wisdom of value and purpose inheres in the world; it reflects the divine Mind, in the same way as the values and insights of the artist inhere in his work of art reflecting the artist's mind.

When God created Adam, He created him with a unique ability, different from all other creatures. Adam was endowed with wisdom, with the ability to know, to use the human mind to name creation and to discover essence.

When people create an institution of learning, they create it to be a meeting place. A university is that place which recognizes the divine wisdom which inheres in the world and the human wisdom which is able to know, so that in the meeting of the divine Mind and the human mind, there is effected a partnership for perfecting the world.

God, who fills the world with wisdom, who endows human beings with the ability to know, we ask Your blessings on all those assembled here. Let the task we now perform be a proper continuation for those who preceded us, those who these past seventy-three years created this institution of Rice University into a true meeting place of minds, Your divine mind and our human minds.

Let our efforts this day flourish, that these inaugural events give honor to one to whom you have given your wisdom in great measure, and inspire him to encourage those who teach here to make You more real, and those who learn here to relish Your gifts. Let it come to be, gracious God, that with Your abiding presence, the light created in this institution may increase its brilliance in the world, to fulfill the words of Isaiah: "Nations shall walk at your light and rulers at the brightness of your rising." Bless us all, God, that we go from strength to strength. *Amen.*

Ms. Abercrombie then introduced H. Malcolm Lovett, son of Edgar Odell Lovett, Rice's first president, an alumnus of the Class of 1921, and former chairman of the Board of Governors. She also introduced Neal F. Lane, chancellor of the University of Colorado at Colorado Springs, former member of the Rice physics faculty, and newly appointed provost of the University.

She next presented the principal speaker, John Archibald Wheeler, emeritus professor of physics at Princeton and currently Ashbel Smith Professor, Jane and Roland Blumberg Professor, and director of the Center for Theoretical Physics at the University of Texas at Austin. His address was entitled "Towards the Whole Human."

*Congratulations!* Congratulations to Rice! Congratulations to you from the University of Texas at Austin, from the world of science, from the wider world of learning, and from all friends of the future. Congratulations to students, faculty, trustees, governors, and all supporters of Rice for your achievements of the past, your excellence of today, and your dreams for tomorrow.

Move on from excellence to greatness! That, I gather from friends old and new at Rice, is your motto for today and tomorrow. Bravo! And what an opportunity you have to achieve national and international leadership! Why? Reason Number One is your traditional insistence on excellence. Reason Number Two is that magic, go-ahead spirit that floats in the air of



Texas. Reason Number Three? Rice has the right size for educational pioneering, educational innovation, educational leadership.

Why does a controlled size confer an advantage? For one answer, turn back the pages of history to the time of the American Revolution. While King George III was losing one continent, he was commissioning Captain James Cook to search the South Seas for another continent. The British Admiralty turned over to Cook three ships of the line. Cook refused them. A voyage of exploration, he insisted, where one is navigating unknown waters, requires ships of shallow draft. Large Portuguese and Dutch ships crashed and broke upon the Great Australian Barrier Reef. Cook's vessels of shallow draft, however, got through. Australia and New Zealand ended up as English-speaking lands.

The William Marsh Rice University of today may not know any more about the inner workings of the university of tomorrow than Captain James Cook knew about the interior of Australia. What collegueship better than this, however, with its companionable size, its excellent seamanship, and its wise navigation, can lead the way across the reefs to the land of greatness?

Size, spirit, and excellence all favor this school. A fourth factor, I submit, will be even more essential in moving on from excellence to greatness: hooking this collegueship up to a source of power, the power that comes from recognizing a great human need and meeting it.

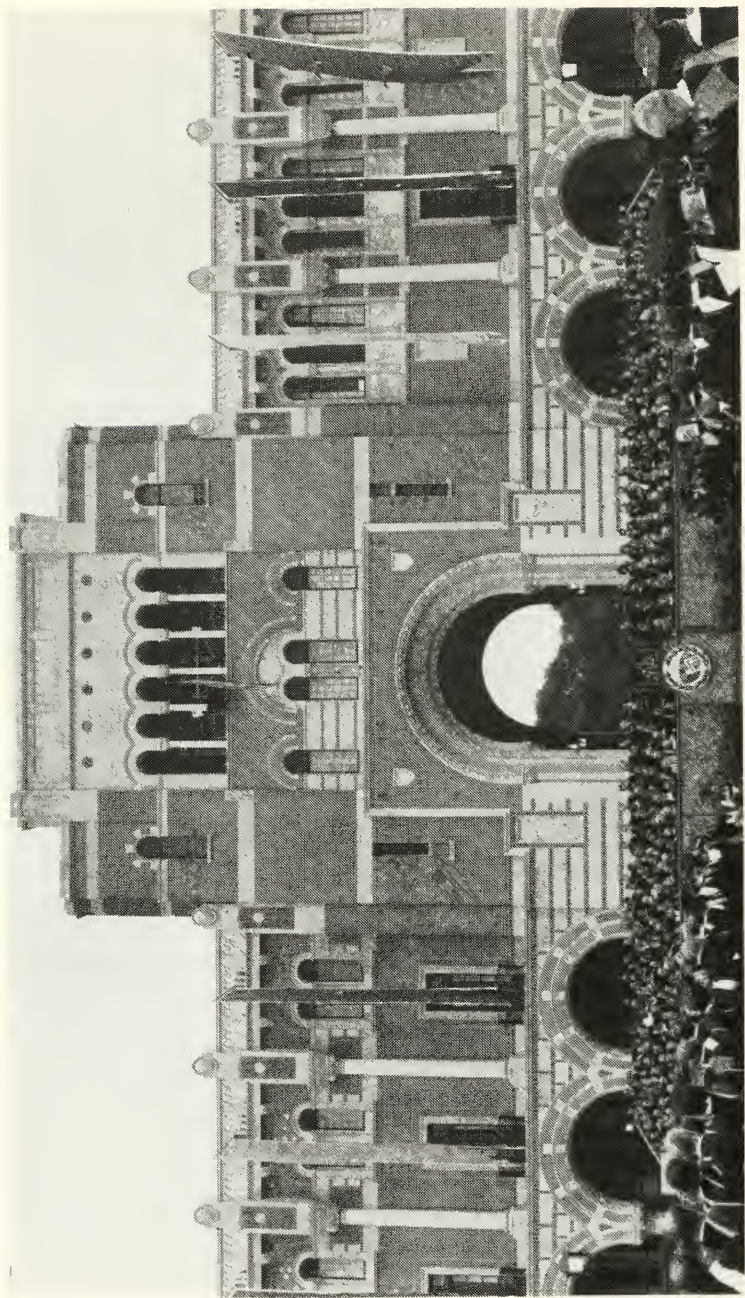
Need? Why need? Why not the plural form of the word, why not "needs"? Everyone in the space of a half hour can write down a hundred needs at home and abroad. Not a single item on the list, however, does not translate itself in the end into a need for people, the right kind of people, the right kind of young people.

*The Whole Human.* What kind of young women and young men? For answer turn back to one of the highwater marks of western civilization, the court of Urbino, a hundred miles south of Venice, in the year 1475. Ask Federigo Montefeltro, first Duke of Urbino, what is needed for the wise governance of a kingdom. Hear the reply he made to his biographer: *essere umano*—to be human.

Duke Federigo was the sole ruler of his land. To him to be human meant to be a husbandman to his people, a husbandman not only to their material needs, but more than that, to their traditions and dearly held values. How does his ideal of the whole human translate to our era?

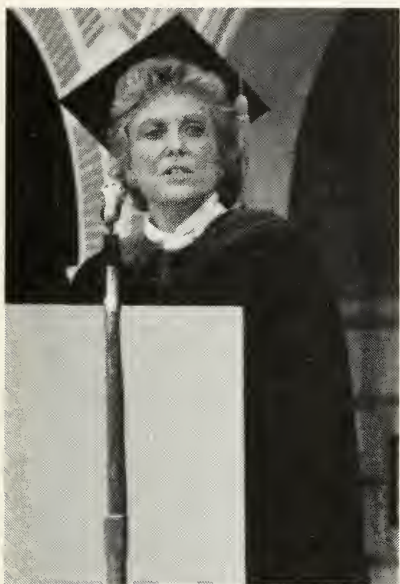
No longer do we in the free world live under a single ruler. Every responsible being nowadays takes part in the governance of the larger community. To be human is not only to help others with their material needs but also to do our part in upholding what makes life on earth great: values, a sense of history, civilization itself.

How different from the ideal accepted by the aspiring young person a few years ago—be an expert, make science-plus-technology the be-all and

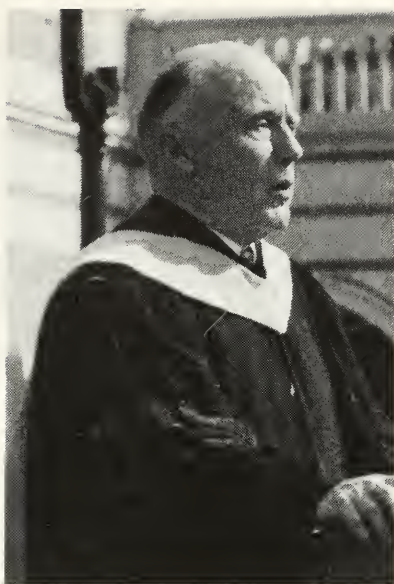


THE INAUGURAL PLATFORM DURING THE PRESIDENT'S ADDRESS

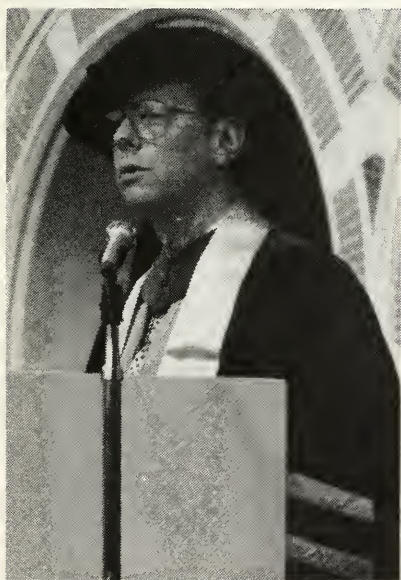




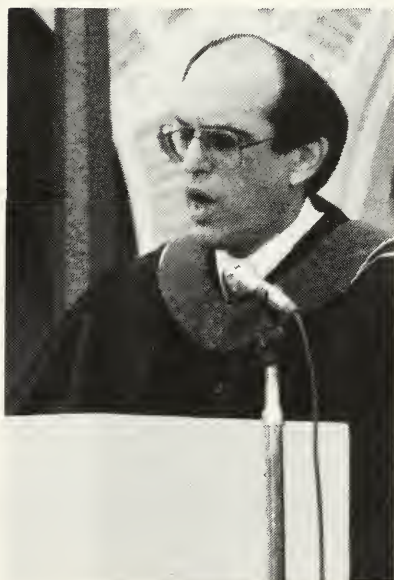
JOSEPHINE ABERCROMBIE



JOHN ARCHIBALD WHEELER



ROBERT L. PATTEN



RABBI EDWARD S. TREISTER

end-all, blithely assume that it will automatically solve the problems of mankind. He had read Lord Snow's famous message of the world splitting into two cultures, science and the humanities, each ignorant and distrustful of the other. He had read the warning of the president of the National Academy of Sciences that this country is on the way to becoming a nation of two and a half million scientists and engineers at home with modern concepts and two and a half *hundred* million people, cripples at mathematics, largely blind to what science reveals about the world, being dragged kicking and screaming into a new life of which they understood neither the hope nor the principles nor the governance.

He had made up his mind clear and simple: full speed ahead and damn the torpedoes. Let those people out there rave and rant against what we want to do. We will drag them willy-nilly into a future that we control. We know best.

The forward-looking young woman and young man of today has recovered some of the perspective of Duke Federigo of Urbino, "be a human." He or she says, "I have learned that the world of tomorrow does not grow rootless from the here and the now. I realize that the future does not spring unassisted out of science, not nakedly out of blueprints and computer printout." "I now know," our young friend goes on, "that tomorrow receives its nourishment from a past of dearly held traditions, values, and loyalties. I understand that at last the force of those words of statesmen from the Pericles of ancient Greece to the Lord Tweedsmuir of more recent times, that politics—politics in the sense of securing man-to-man agreement and action on many a matter of high policy—is the highest form of human endeavor. Not except by being at home in that domain—as well as in science and technology—can I hope to make the contribution so desperately needed by the world of tomorrow."

*Our Times Demand the Union of Science-Technology with Public-Policy Making in Its Broadest Sense: Three Examples.*

"Be human" is not a message only for the young person planning a career. It is an ideal decisive also for the survival of the larger community. Our free world will succeed or fail as light-giver to mankind according as we do or do not

Join the two cultures into a single vibrant culture.  
Meld science and politics,  
    in the highest sense of the word politics.  
Fuse the searching spirit of science  
    with the sensitivity to other humans, near and far.  
Make ourselves as fully at home with the  
    world of values, loyalties, and traditions

as with the question-raising and question-settling  
ways of science and technology.  
Become—in brief—husbandmen  
of life on earth, *whole humans*.

Big words! But what do they mean? Where can we see such husbandmen in action?

*Example One:* Containerships! A dramatic cut in the time lost in port loading and unloading! Why had it not happened long ago? Before the time of containerships, thousands of people had sworn without avail against the longshoremen's union. Hundreds of people had toyed with technology. The two cultures of technology and social concern glared at each other. It took a National Research Council committee with some whole humans on it to open the door to today's new way of doing things. They did not stop with developing a system of standardized containers loaded on and off ships by standardized means. They knew more than technology. They knew about job security. They found a way to protect job security and to share between shippers and longshoremen the financial benefits of the new and faster loading. Victory for workers! Victory for shippers! Victory for all of us—and symbol of what it will mean for us all to unite the two cultures into one.

*Example Two:* River-pollution tax! A factory will have to shut down and put five hundred people out of work if it can't use the river. Three thousand people downstream fight the factory because, at present emission rates, it stinks up the drinking water. To multiply this story from state to state and from country to country is to see a world problem. No one has contributed more to the beginning of a solution than a few men of large vision in Europe and America. The idea is simple in concept and already now in action in some places. Don't forbid emission entirely. Don't let emission go on and on at the present rate. Instead, tax it at a rate that increases gradually from year to year. That tax is an ever present needle. It shows up every year as a cost item on the annual report of the factory. It continually pushes the factory manager to reduce emissions into the river. That pressure does more for sensible improvement in water quality than any amount of all-out battle between do-gooders and standpatters. In the setting of the formula for the tax, technology and public policy meet. Law replaces turmoil. Score two for the whole human over men of narrow focus.

*Example Three:* Should undergraduate education be cut from four years to three? That question came from the president of a distinguished Ivy League university. The convincing "no" answer came from a visitor, one who is through and through a single-vibrant-culture man because he is a veteran of both cultures. As a past director of one of our great national laboratories, he is an expert in the design of nuclear weapons. However, he also is uniquely sensitive to perceptions of the United States by the larger

community of nations because another land and language marked his childhood. As an adult, he was a member of our team in those delicate and long-drawn-out negotiations with the Soviets that led to the greatest and most famous of nuclear arms-control treaties. Don't cut down those four years to three, was his answer to that university president. No student can get in a three-year program that all-important combination of quantitative knowledge on the one hand and history and value systems on the other. How then can he possibly acquire the outlooks he needs to do the right thing for his country and the world?

Recently page one of our daily papers brought us news of yet another man tuned in to the larger picture. The President of the United States appointed Admiral Crowe to be chairman of the Joint Chiefs of Staff. Expert though he is in submarine technology and submarine warfare, he also holds a Ph.D. in political science from Princeton University.

*The Benjamin Franklin of Yesterday as Model for Today and Tomorrow.*

Admiral Crowe, the nuclear negotiator, the water-quality policy makers, and that containership committee are outstanding examples of the whole human, but to me the absolutely number-one model is a man who never went to school at all except from age eight to age ten, Benjamin Franklin. Who combined more effectively than he the technology of printing with the magic of moving men's minds? Discoveries in electricity with blandishments that induced King George's soldiers to desert to the revolutionary side? Fame as a scientist with the ability to learn French, speak French, and win French support for American independence? And who has better advice for the association of the free-world peoples of today than what he gave the struggling colonies, "Hang together or hang separately." Two cultures? Science separated from society? He would have laughed at the idea. If there was ever a model for the whole human, it was Benjamin Franklin.

*Bon Voyage!* No man ever wins greatness, it has often been said, except in the service of a great cause. Surely it is also true that no institution ever wins greatness except in the service of a great need. What greater need beckons today than this lighthouse of hope that is life on earth? How is this lighthouse to be lighted except by people who are whole humans? Where are they to be found except among the young at heart? Where better than in an institution with the record of Rice, the size of Rice and the excellence of Rice? When, if not now? Under what leadership, if not that of a man wholeheartedly in love with science and technology and who nevertheless has a distinguished record in still broader, deeper, and older domains of human concern?

Students of Rice, faculty of Rice, friends of Rice, I join you in saluting the man you have chosen to make Rice a world-class leader, George Erik Rupp, Friend of Civilization, Friend of Science and Technology, Friend of the Future.

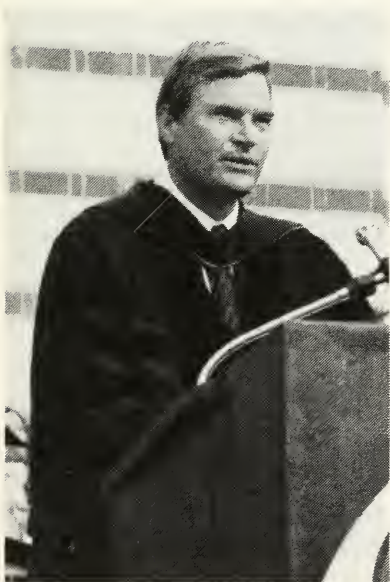




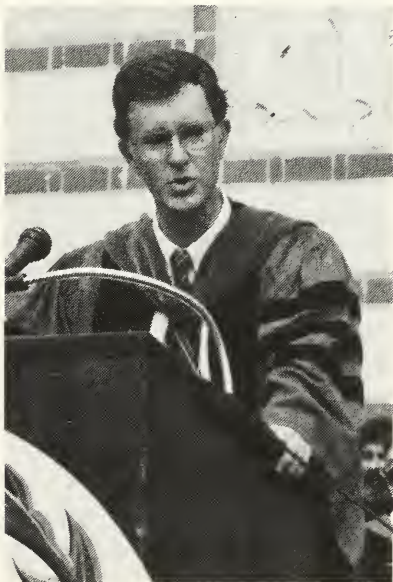
BARRY W. NICHOLSON



TODD D. GIORGIO



G. WALTER McREYNOLDS



STEPHEN D. BAKER

Following Dr. Wheeler's address, Ms. Abercrombie expressed her thanks and turned the podium over to Robert L. Patten, chairman of the Inaugural Committee and professor of English, who introduced speakers representing undergraduate and graduate students, alumni, and faculty, who severally delivered welcomes to President Rupp.

Speaking for the Rice Student Association, Barry W. Nicholson said:

Dr. Rupp, it is my sincere pleasure to welcome you, your wife, and your daughters to the Rice campus. I believe that you will be a great asset to Rice University. Yet, I feel I should share some questions that were present in our minds at one time, but are speedily being removed.

When it was revealed to us that we would have an honest-to-God ordained minister as our new president, we had to be a little skeptical about the direction our university was going to take. You see, one of Rice University's greatest features is its ability to offer excellent degree plans in the arts, sciences, and letters all at one campus. We have also become accustomed to the liberties and freedoms, moral and otherwise, which a small university of intelligent, responsible adults can successfully maintain.

Dr. Rupp, I can honestly tell you today that these worries are being lifted from our heads. You have made it policy to solicit our needs as students and our desires as young adults.

Your dedication to us as students is reflected in your fervor for an integration of a strong liberal arts program with cutting-edge research and graduate study. We applaud your efforts to help us develop breadth of knowledge with a well-rounded curriculum, as well as your support for the institution of a successful athletic program.

The open-door policy that you have instated between yourself and the students has spread into other parts of the administration, and has put student-administration relations at an all-time high. The administrative backing given to alleviate the problems with the construction of the RMC is representative of this fact. I can only hope that your frequent visits to the colleges for lunch and your monthly visits for informal dinner discussions will be adopted as the rule rather than the exception.

Once again, I welcome you and your family into our community. I offer you the support and open feedback of the student body. And, please allow me to buy you and your wife a beer at Willy's Pub as soon as it is opened next semester.

As spokesman for the Graduate Student Association, Todd D. Giorgio welcomed the president in these words:

Dr. Rupp, as president of the Graduate Student Association of Rice University, I am honored to extend to you our enthusiastic welcome.

History will record you as the fifth president of Rice University; however, your education in the liberal arts represents a first for a Rice University president. Your achievements during the last few months demonstrate that your unique educational background, in conjunction with your outstanding personal abilities, provides you with the tools required to shepherd Rice University through changing academic, social, and financial times while still retaining all the glory and tradition this University has enjoyed through the past three-quarters of a century.

This inauguration ceremony is the first at which the graduate students are represented by a recognized organization. The presence of the Graduate Student Association officially permitted the graduate students a voice in the selection of our new president. Dr. Rupp, you may rest assured that your nomination was heartily endorsed by all members of this community, including the graduate student population.

These firsts are an opportunity for a fresh start at working together—administration, faculty, students, and staff—to improve and extend graduate education at Rice. The benefits of a strong graduate program are reaped in so many ways that no university of distinguished national standing can exist without one. From your policy decisions and public statements, Dr. Rupp, we are confident that you are just as committed as we are to this goal of excellence in graduate education.

The graduate students of Rice University pledge our loyalty to your leadership and are eager to assist you in any way possible toward the continued excellence of Rice University.

Dr. G. Walter McReynolds welcomed the new president for the Rice alumni:

Dr. Rupp, as president of the Association of Rice Alumni, it is my pleasure to bring greetings to you from our 23,000 alumni. We are united in our desire to assist you, as our fifth president, in any way we can, to increase further the esteem in which Rice University is held in the academic community today.

Rice University has an extraordinary opportunity under your leadership and creativity to increase Rice's reputation, not only in Houston but in Texas and nationally as well. As alumni, our goal is not to keep Rice the best-kept secret in the United States, but to project an image of a university which has the highest academic standards, a beautiful campus, a world-renowned faculty, and a student body commensurate with these advantages.

Never before has Rice deviated from the scientific community for our head position—President. We see this innovation as an opportunity for Rice to bring together the disciplines of science and liberal arts in a way that enriches both.

Lead us, direct us in such a manner that those who have gone before, and those who will follow at Rice, will be proud to stand and say, "Yes, I am a Rice Grad."

In the seventy-two years since our inception, Rice has had four presidents. You will be the fifth. Each has left traces of his personality on the University; yours is to be judged in the decades to come. In the brief time that you have been at South Main, your energy, vitality, availability, and involvement have given us a glimpse of how you plan to direct the University. We anticipate with great interest hearing more about your plans for Rice.

I speak for all alumni in declaring that Rice has made a most exceptional choice in selecting you, George, as our chief. All alumni will be anxious to help you put your personality on the University, for we know from your past accomplishments, it will be organized, creative, intellectual, and analytical.

Thanks for joining the Rice faculty. We look forward to a lengthy and prosperous tenure for you at Rice.

Stephen D. Baker, professor of physics and speaker of the Faculty Council, offered greetings from the faculty:

It is my honor to represent the faculty of Rice University and to bring their enthusiastic greeting to George Rupp at his inauguration.

If we remark upon the youthfulness of our new president or the recentness of his arrival on the campus, we may also observe similarities in the institution itself. The Rice Institute, now a youthful Rice University, accepted its first students less than seventy-five years ago (much more recently than those institutions where George Rupp studied).

Just as this university has recently appeared, so have the people within it. Consider the following:

— The students at Rice have been here, on the average, only about two years. They arrived recently and, we are confident, will soon become alumni.

— Of the seven successor trustees—the group responsible for the very existence of Rice University—a majority assumed their current office within the past four years, and all have done so within ten.

— The faculty, too, are relative newcomers. More than half of us who are now teaching at Rice were not doing so ten years ago.

Thus, as we welcome you, President Rupp, we share with you the recentness of your arrival and the excitement of a new era under your leadership. We share a common task: to make of Rice University a greater force in American education by its example of devotion to, and excellence in, teaching and scholarship in letters, science, and art. To that end and to you, President Rupp, we pledge our best effort and good will.

Professor Patten then introduced Charles W Duncan, Jr., trustee and chairman of the Board of Governors of Rice University, who





CHAIRMAN DUNCAN PLACES  
PRESIDENTIAL MEDAL ON PRESIDENT RUPP

advanced to the podium and completed the formal investiture of President Rupp.

George Rupp, you have accepted the summons from the Board of Governors of Rice University to serve as its fifth president. Your exemplary record as a scholar and as an administrator first brought you to the attention of the governors. In your writing you have expressed an awareness both of cultural diversity and of the constant values in human history. As an administrator, first at Johnston College of the University of Redlands, and then at the University of Wisconsin-Green Bay, you have guided innovative institutions designed to address not only the perennial issues of education but also contemporary ones. Called to be dean of the Harvard Divinity School in 1979, you worked within the framework of the oldest academic discipline to establish interdisciplinary studies and to bring theological perspectives to bear on urgent modern problems.

George Rupp, the personal qualities which have directed your scholarship and administration have likewise commended you to the governors. By

your candor, by your vision for Rice University, by your commitment to excellence in letters, science, and art, and by your willingness to engage vigorously in pursuit of the goals laid down by the founder and so eloquently articulated by our first president, Edgar Odell Lovett, you have shown yourself to be a fitting successor to those leaders whose devoted care has brought this University to its present distinction.

As chairman of the Board of Governors, I pledge our wholehearted encouragement and support as you assume the duties of president of the University. Under your leadership, and with the dedicated cooperation of the alumni, undergraduate and graduate students, and faculty who have here today pledged their support, we will work together to realize our purpose: to provide a superior education for our students; to preserve, communicate, and extend knowledge; and to instill a skeptical yet tolerant and socially responsive character to all we teach and practice.

George Rupp, on behalf of the trustees of the William Marsh Rice University and in the presence of this eminent company, I have the honor and the pleasure of confirming your appointment as president of the University and of admitting you to all the authority, powers, and privileges of that office. This Presidential Medal signifies your investiture.

After Chairman Duncan placed the ribboned medal about his neck, President Rupp advanced to the podium and delivered his inaugural address.

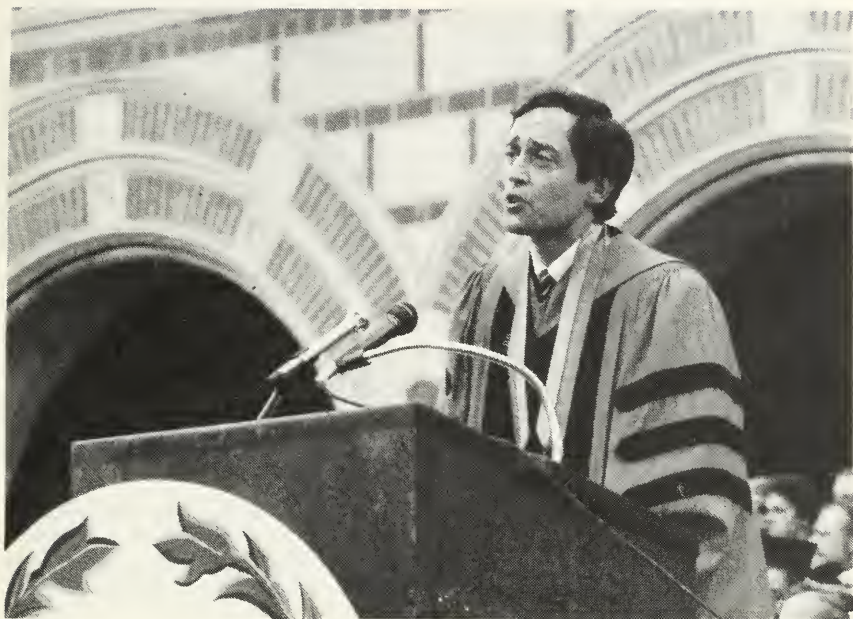
Mr. Chairman and members of the Board of Governors; distinguished guests; student, staff, and faculty colleagues; family and friends: I thank all of you for joining in this solemn but also festive ceremony.

I am deeply honored to be appointed president of this distinguished university; and I pledge myself to continue the proud traditions that we inherit from our predecessors and to work assiduously with all of you who value this institution in developing those traditions further in the years ahead.

This university embodies a sustained commitment to excellence in education. Throughout our history we have also aspired to an increasingly achieved distinction in research, scholarship, and professional accomplishment. Finally, from the beginning our forebears have construed the aim of education here to include contributions to the broader society. I pledge to uphold and to strive to enhance these three proud traditions.

First, we will continue to offer outstanding education to the most capable students we attract, irrespective of their ability to pay.

This university has a splendid record of providing the opportunity for learning to gifted students whether or not they have sufficient financial resources. In my few months here I have again and again met alumni and alumnae who are deeply grateful for the opportunity they were offered to



PRESIDENT RUPP DELIVERS HIS INAUGURAL ADDRESS

learn when they were not able to pay for it. We will continue this commitment as we seek outstanding students—we hope of even greater diversity in background and talents—and provide the financial support required to allow their attendance. We will, in short, maintain a policy of need-blind admissions, all the more so as fewer and fewer institutions of higher education are able to continue this policy.

The access that we offer will, furthermore, continue to be access to education that is excellent by the most stringent standards and that engages the full range of human inquiry. This university is not now and never has been simply a technical school. We have great strength in the natural sciences and engineering. We value that strength enormously, and we will build it further. But Rice has always also been committed to disciplined study in fields that today are represented in the humanities and social sciences. I invite your attention to the words of the stone inscription on the inside of the arch behind me. Carved into the Sallyport—the most prominent architectural feature of our oldest building—is a succinct formulation of the grounding intention of this institution. The words are from our first president, Edgar Odell Lovett, after whom the building is named: “The Rice Institute of liberal and technical learning, founded by



William Marsh Rice and dedicated by him to the advancement of letters, science, and art.”

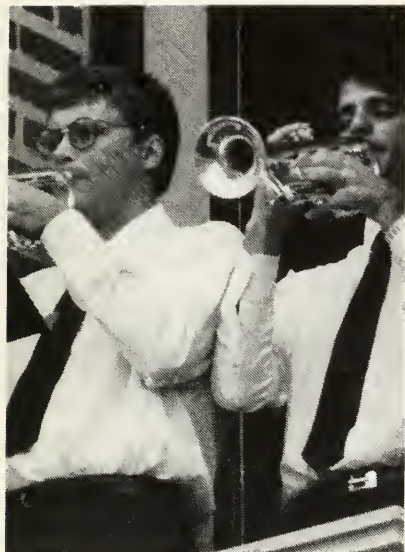
Education here is, then, not only in the sciences but also in arts and letters. Across that entire range, we are firmly committed to the crucial importance of technical competence, whether that competence is in music or in the use of language or in engineering or in designing experiments or in architecture or in public-policy analysis. But we are also aware that technical competence alone is not enough. Every exercise of such competence occurs in a context of meaning that shapes the purposes to which it is directed. To engage this dimension of meaning and purpose is to stand with Edgar Odell Lovett in insisting on liberal as well as technical learning.

We are extraordinarily fortunate in the setting provided for our pursuit of liberal as well as technical learning. We all too often take this wonderful campus for granted. Yet so much of our life together depends on the gift of this marvelous place. Both in the residential colleges and on the campus as a whole we are able to be a community of inquiry that allows, encourages, even requires the collaboration among students and faculty that characterizes education at its best. Learning in this vital and full and intimate sense will continue to flourish at this university. That is the first tradition I pledge to uphold and extend further.

Secondly, we will continue and intensify our efforts in research, scholarship, and professional accomplishment. We are not only a liberal arts college but also a major university that invests substantial human and financial resources in the advancement of knowledge. These two dimensions of our identity mutually support each other: we provide excellent educational opportunities for students because we attract faculty who are themselves intensely involved in their own research or scholarship or professional practice. Accordingly, it is crucial both to the education we offer and to our contributions to the advancement of knowledge that we continue to develop our capacity for distinguished research, scholarship, and professional accomplishment.

In intensifying our efforts, we will resist the temptation to try to do everything at once. Instead, we will identify areas in which clusters of our faculty and students are able to produce research and scholarship and professional achievements that are incontestably of the first rank. In principle, every area can and should aspire to such excellence. But in practice, we will begin where we already have established strength or where special needs arise that we are well situated to address.

In developing further our capacity for research, scholarship, and professional accomplishment, we will be mindful of how great an asset is the relatively small scale of this institution. Consequently, we will seek out collaborative arrangements that may enhance the efforts of all involved and allow a scale of activity that this university alone cannot readily



TWO OF EIGHT TRUMPETERS



BISHOP JOSEPH A. FIORENZA

sustain. Examples that come to mind are the cooperation between our faculty in biochemistry and bioengineering and researchers at the Texas Medical Center; the sharing of personnel between our Shepherd School of Music and the Houston Symphony; and the collaboration among Texas A&M, the University of Houston, the University of Texas at Austin, and Rice that the Houston Area Research Center represents.

Both through collaboration with other institutions and through increased investment in faculty, facilities, graduate students, and support staff, we will, then, intensify our efforts to contribute to the advancement of letters, science, and art. That is the second tradition I pledge to maintain and develop further.

The third tradition I pledge to uphold and extend is integral to the very conception of education that animated the founder of this institution. William Marsh Rice considered several alternative institutional forms as the vehicles for expressing his intentions. In each case, his concern was to contribute through educational opportunity to the broader society—a concern evident in his emphasis, when he settled on this institution, both on including a library open to the public and on assuring access to formal education for those without sufficient funds of their own.

Today we continue this tradition of service to the broader society in the first instance through the education that we offer to our formally enrolled students and the research, scholarship, and professional accomplishment that we support. Through our continuing-studies program, we also provide courses to over five thousand Houston residents each year—more than the

total of our students in degree programs. Beyond that are thousands upon thousands of colleagues and friends and neighbors of the university who attend lectures, concerts, athletic events, dramatic presentations, social occasions, gallery exhibits, movies, conferences, and so on.

In the years ahead, we will attend to opportunities to continue and expand this tradition of service both to our surrounding communities and to the broader society. In the case of our surrounding communities, I have the impression that the substantial traffic moves mostly in one direction. The hedges that set the campus off from the neighboring streets provide a perhaps too comfortable retreat. The neatly numbered entrances to the campus too seldom serve as exits. We are solid citizens and charter members, for example, in the South Main Center Association. But we are not as integrally involved in our surrounding communities as might be helpful for them and certainly would be educational for us. I am confident that there are larger opportunities both for learning and for service here, and I am delighted that a number of initiatives are now getting underway to enlist the participation of Rice students, staff, and faculty in local agencies, neighboring hospitals and area schools.

Similarly, I think that we have a great opportunity for service to the broader society in helping to meet the challenge that John Wheeler has posed for us. At this university we can have conversations across what has become a chasm right through our society—the chasm between what have come to be called the two cultures. Our capacity for such conversation is in part a function of small scale. It is also related to the relatively even division of labor in both the faculty and the student body between the two cultures: roughly equal numbers in engineering and the natural sciences on the one hand and in the humanities and social sciences on the other. This capacity for conversation across the two cultures of course also depends on the impressive ability of our students, which allows us to insist on serious work on both sides of the divide. In any case, as all of us engage in this conversation, we are changed. We may not all become, in John Wheeler's phrase, one-vibrant-culture people. But our own perceptions, apprehensions, analyses, proposals will be broadened and deepened. As those of us who are students move on into future professional responsibilities and as those of us who are on the faculty and staff think and write, we will over time render a distinctive contribution from this institution—a contribution that this society sorely needs.

We face both challenges and opportunities ahead. I welcome them and look forward to working with all of you who value this institution in rising to meet them. To that end, I pledge my best efforts to preserve and enhance the quality of this university in our educational programs, in our research, scholarship, and professional accomplishment, and in our other contributions to the broader society.

I thank you all again for joining in this inaugural ceremony, and I accept in humility and gratitude the responsibility that you are entrusting to me.

Upon the conclusion of President Rupp's address Professor Patten announced that the second part of Paul Cooper's "Music for a Festive Occasion: Psalm 139:7-12" would be performed by the Shepherd Singers, the Honors Brass Quintet of the Shepherd School of Music, conducted by Gwyn Richards, and the eight trumpeters placed on the balconies of the Physics Building and Sewall Hall, who were conducted by David Waters. The verses of the Psalm were favorites of President Rupp and are quoted below:

- <sup>7</sup>Whither shall I go from thy Spirit?  
or whither shall I flee from thy presence?  
<sup>8</sup>If I ascend to heaven, thou art there!  
If I make my bed in Sheol, thou are there!  
<sup>9</sup>If I take the winds of the morning and  
dwell in the uttermost parts of the sea,  
<sup>10</sup>even there thy hand shall lead me,  
and thy right hand shall hold me.  
<sup>11</sup>If I say, "Let only darkness cover me,  
and the light about me be night,"  
<sup>12</sup>even the darkness is not dark to thee,  
the night is bright as the day; for  
darkness is as light with thee.

Professor Patten then introduced the Most Reverend Joseph A. Fiorenza, bishop of the Diocese of Houston-Galveston, who pronounced the benediction.

God our Father, we thank and praise you today for the countless blessings you have given to Rice University over its seventy-two-year-old history. The thousands of graduates of this university have made invaluable contributions to the well-being of human life not only in the city of Houston, but throughout the world. We thank you, Father, for this great university. We know that you are intimately present whenever the human mind is challenged to search for truth, and whenever human knowledge is advanced.

Grant your abundant and special graces to the newly inaugurated fifth president of Rice University, George Erik Rupp. May your Spirit of Wisdom guide his presidential decisions and your Spirit of Truth reveal to him all that is good and true for this university.

Through his leadership, may Rice University continue its great tradition of helping its students to approach your creation reverently, to use it wisely,



and to master it responsibly. May the pursuit of truth always be the goal of this university and the discovery of truth its joy. May its graduates always place their talents and education at the service of the human family.

We offer this prayer with confidence in your divine providence, heavenly Father, for we place all our trust in your loving care for us. *Amen.*

Following the benediction the audience stood as the recessional began and the Rice University Band played. The audience and the participants in the ceremony were all welcomed to partake of refreshments served in the arcade of the Fondren Library.

During the ceremony a very hot sun caused discomfort, but it was soon blocked by very ominous clouds, which lessened the heat but increased concern. Fifteen minutes after the recessional the rains came in ample measure.



CHIEF MARSHAL DRISKILL, PRESIDENT RUPP, CHAIRMAN DUNCAN,  
AND MARSHAL SMALLEY LEAD THE RECESSIONAL MARCH



# THE INAUGURAL DINNER

APPROXIMATELY A THOUSAND persons attended the inaugural dinner in honor of George and Nancy Rupp, held at the Westin Galleria Hotel Ballroom at 7:30 P.M., Friday, October 25, 1985.

Charles W. Duncan, Jr., chairman of the Board of Governors, presided. After welcoming those present, he introduced the Reverend Helen Havens, rector of St. Stephen's Episcopal Church and an alumna of Rice University, who gave the invocation.

Eternal God, source of wisdom and love, we pause before our festive meal to give you thanks and acknowledge your presence in all that we do.

In the midst of the pageantry and gaiety of inaugurating a new president we realize that we are not only welcoming George Rupp into our community, we are commissioning him as well. As we enjoy this good food and the companionship of the evening, we also want to focus our hearts and minds on the significance of commissioning a new president.

This afternoon we heard words which set before us a vision and a stirring challenge: we were given food for thought. Now as we break bread together we each are given an opportunity to participate in this inaugural event. First, we give thanks for our history, for all that Rice University has been since its inception as the Rice Institute, for its governors and trustees, administrators, faculty, students, staff, and its presidents.

Next, here in this time of celebration we dedicate ourselves to the new beginning which George Rupp affords us. We offer our help to him and we ask your blessing, Gracious God, on George and his family.

Finally, we ask you to call us out of the present into the future, determined to use the gifts you have bestowed upon us and upon Rice University to contribute to our civilization, and to bring into being the world you intend in which there is no more war, no more hunger, no more sighing.

And now we ask You to bless this food to our use, and us to your service, and make us ever mindful, in the midst of our plenty, of the needs of those less fortunate than ourselves. We pray in the name of God whom we call by many names. *Amen.*

Mr. Duncan then introduced those seated at the head table and asked the members of the Rupp family in the audience along with Mrs. Rupp's family, the Farrars, and Dr. Neal F. Lane, newly

appointed provost, and Mrs. Lane to stand. Those at the head table included Mr. and Mrs. Havens, Dr. and Mrs. John A. Wheeler of the University of Texas, President and Mrs. Rupp, President and Mrs. James T. Laney, President Derek Bok, Bishop and Mrs. Maurice Benitez, Ms. Josephine Abercrombie, vice chairman of the Board of Governors, and Mr. and Mrs. Duncan.

Following the introductions, he presented President Laney of Emory University, a close friend both of himself and of President Rupp, who spoke on "Universities and the Public Good."

Thank you very much, Mr. Duncan. I am deeply grateful for your introduction but surprised that we were not toasting tonight with Coca-Cola on all the tables. Many of you are unaware of the fact that Mr. Duncan, when he lived in Atlanta, was also a trustee of Emory University, a moment of record which all of us in Atlanta are very proud. All day Mrs. Laney and I have been basking in the warmth of good will and the surge of high expectation that has accompanied this inauguration. We have come to bring our congratulations and felicitations to George and Nancy, who are indeed very good friends. This occasion takes on a personal note for us. We shared an address at 44 Francis Avenue ten years or so ago with the Rups and got to know Kathy and Stephanie at that time—I even was able to play Santa Claus, although they were so smart they figured me out. And so, to all the family, and especially to President Rupp, our congratulations. We have full confidence that Rice and you are on the verge of a great new era.

I want to welcome your new president to the leadership of higher education, into which ranks he will bring fresh imagination, which is much needed. It also is a pleasure for me to have another theologian in those ranks. By the way, your new president put his influence to the test today in holding off the rain just as he stepped to the podium. We were all duly impressed.

I think that many of us are gratified with the new mood in education. All of a sudden, it is almost fashionable to call for emphasis on the humanities. Some of you may have read recently that the other institution in Cambridge, M.I.T., announced with fanfare that it has rediscovered the liberal arts. That school acknowledges that technical studies and humanities have not been adequately matched in the past. The faculty is concerned about the demands by students for courses that have an early payoff. There is a need in education, the M.I.T. faculty go on to say, to prepare students to assess the ends and uses of science and technology, and not just exploit them.

Like our colleagues at M.I.T., all of us in this room, I suspect, are uneasy with what students have been receiving in the way of education, and especially with what they have been doing with it after graduation. The careerist tendency has predominated, with a corresponding narrowing of

interest and concern for the larger world. And so, of course, you would expect me also to agree with the need for more humanities or at least for what they represent.

But I am not at all sure that yet another redistribution of course requirements will by itself accomplish the ends that we have in mind. In most of our universities—and I speak now really out of my experience at Emory—the issue is really not one of curricular balance, it is one of ethos. The ethos of the humanities is very much under attack. It is eroded even in many of our courses in the liberal arts, which are often focused upon techniques and methodologies. What we do not do well enough or often enough is to portray what the humanities—the liberal arts—have always stood for. I am speaking of the resonant world of human experience set forth in literature, art, history, philosophy, and religion. The world of human struggle and aspiration and of tragedy. The world where life itself is shaped and given voice and direction. The world where chaos, whether in thought or act, becomes ordered and civilized. The world where students begin to catch a glimpse of something grander than themselves, even while they wrestle with the demons peculiar to their own generation. That is the larger world the humanities would portray, and a world that we all would live in, whether we be scientists or doctors or businessmen or even theologians. The humanities mediate between that world and a narrower world whose presence and whose pressures to be self-contained, if not self-absorbed, are almost overwhelming—a narrower world which for our students is intimidating and seductive. The humanities are the humanizing of the elf and the animal in us all. Classical education set its sights on drawing students out of themselves and into a larger, grander place, a place where they might at least glimpse a good society. The quest for that larger world was shared in by young and old alike. And that sharing of the common quest was of course the hallmark of great teaching.

That ethos, in which the humanities ruled the Academy not imperialistically but sympathetically, has largely disappeared. It has been unwittingly replaced on my campus and on many campuses by another ethos, one that I call professionalization. It is a barbaric word, but it is expressive of what I have in mind. Today we are not so much educating as we are professionalizing. We have come to organize ourselves in tightly focused disciplines, enforced by vigorous peer review, for the worthy purpose of promoting high mastery and rigor in the orderly advancement of knowledge. That perfecting of methodology, that increasingly structured mastery has created ever more elegant and isolated systems of thought and discourse. And the pressures on our faculties have been enormous to concentrate on those self-reflective modes, to prove themselves to their colleagues in their fields of specialty, so as to reap the rewards of the system. Inevitably, the values, the outlook, the directions that we embody and endorse in the Academy become increasingly careerist in nature. And we end up professionalizing our students maybe more than we educate them.



PRESIDENT BOK, CHAIRMAN DUNCAN, PRESIDENT LANEY,  
AND PRESIDENT RUPP AT THE INAUGURAL DINNER



A university today is a congeries of disciplines, each pursuing its own kind of knowledge, carelessly assuming that an invisible hand of wisdom will correlate the whole into some intelligible pattern. But what pattern emerges for our students and, in turn, for our society? When we examine the enterprise today as have our colleagues at M.I.T., we are sobered by it, sobered by the one-dimensionality of the careerist mentality, by its endemic selfishness, by its diminished capacity for sympathy with other human beings, by its attenuated commitment to justice.

Not long ago the *Journal of the American Medical Association* carried an article about growing cynicism among medical students. As all of you know, some of our brightest students go into medicine, and probably some of our most idealistic. And yet this article bore testimony that medical students are exhibiting signs of real cynicism about their careers. This is true in other professions as well. While in conversation with a prominent Wall Street lawyer not too long ago, I asked about the degree to which the young attorneys in his firm were participating in *pro bono* work. His reply was telling. "When I was coming along a generation or so ago," he said, "all of us had our time in *pro bono* work for the firm—working for charity or those social causes that could not pay. But several years ago our junior partners raised such a hue and cry about the unfair drain on their time that we had to stop it." I went on to ask about what the firm did now. "Like a corporation," he replied, "our firm makes its contributions to society, but we don't do it through our young associates any more." Well, perhaps society hasn't lost much directly, but a group of younger lawyers has lost direct participation in a larger world that could touch their hearts and minds in ways that could transform their sense of themselves as professionals and as citizens.

Yet, having acknowledged the careerist myopia of our young people, we know also that they retain a latent idealism and a concern for justice and that these are blossoming on our campuses today. And so the question comes squarely back to us as educators: how will we nurture these latent qualities in the academic setting? How do we change the reflections of an ethos? Of course, most of us in this room have come out of a tradition not only of scholarship but also of great teaching. Probably all of us who are in teaching are in it because, whether we want to admit it or not, we were once inspired by some person whose powers of mind and heart simply captured us. That combination, that correlation, that appreciation of the person and the mind together, that realization of the spirit of the humanities is what constitutes a great university.

Of course, this spirit is not always honored. A Harvard professor was once asked about his famous colleague in the department of philosophy, Alfred North Whitehead. Perhaps annoyed at the extraordinary lionizing Whitehead enjoyed on campus at the time, this colleague replied, "Oh yes, he is a sage, but then of course he is no philosopher." Unfortunately, in

some quarters the discipline of philosophy might not accept Alfred North Whitehead as a philosopher even today.

Faced with such narrow professional imagination throughout Academia, how then do we nurture the spirit of the humanities? Well, I think, we start by recognizing that the university can be hospitable to values, can give consideration to the public good, can concern itself with the kind of citizens our students will make.

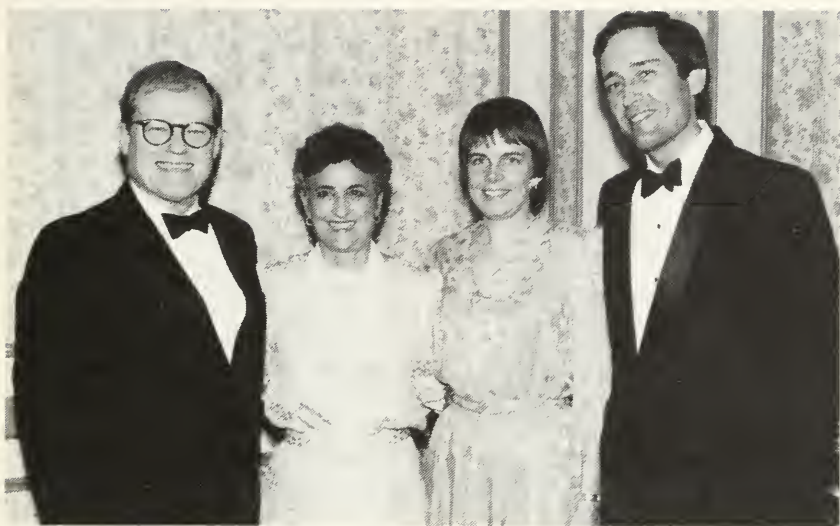
We can seek to foster a common language, not by attenuating the rigor of our respective specialized languages, but by enriching and broadening them in such a way as to engender a public discourse—a discourse that crosses disciplines, enlarging them—which while it will never achieve a consensus about certain ends and values will at least expose students to a coherent and searching critique of society.

We can also acknowledge that teaching in a university is not unlike parenting. That is not said in condescension but in recollection of Plato's emphasis upon a chaste eros—that extraordinary bond which grows up between students and teachers in those precious moments in the classroom or in the college commons and which make teaching and research really worthwhile.

Nurturing the humanities in this way is an inescapable task of a great university. And this is the task which President Rupp has taken upon himself. It should give us all great encouragement that he will be at the helm of this university, and we know, George, that you will do it with splendid success and to the benefit of us all.

The second speaker was President Derek Bok of Harvard, also a close friend of President Rupp, who spoke on "The Importance of Academic Leadership."

Thank you very much for such a generous introduction. As I listened to it, I could not help but think of a story that one of my vice presidents brought back to me which put the position of the university president in perspective. This vice president was attending a conference in one of our newer western universities where everything was built yesterday and with modern elegance and taste. He had arrived off the plane and gone to the morning session, and had really not had a chance to wake up. So he repaired to the men's room to freshen up and found himself, after performing his ablutions, going toward what he expected to be, coming from Harvard, one of those ancient machines where you crank out paper towels. But not at all—this was a sparkling stainless steel machine that produces warm air that flows over your hands and, in a germ-free manner, renders them dry in a matter of minutes. So he advanced towards this marvelous stainless steel machine only to be struck by a small printed card that someone had placed above the machine which read: "Press button



PRESIDENT LANEY, MRS. LANEY, MRS. RUPP, AND PRESIDENT RUPP  
AT THE INAUGURAL DINNER

below for another inspiring address from our local college president." So be forewarned.

It is a great privilege to come here to speak. For six years I had the opportunity of working with George to build a school good enough to attract the ablest young people in the country who sought a career in the learned ministry. And that, I assure you, is not the easiest task in higher education. Divinity schools are off-limits to government funding, they are neglected by foundations and corporations, they are not of much interest to philanthropists, and they offer very few rewards to students in a materialistic age. And yet, the task of building up such a divinity school is something of immense importance when one considers the significance of religion in our personal lives and the impact of the church on the life of the nation and the world. Against heavy odds, George achieved a degree of success that very few people would have considered possible when he began. Now that he is assuming this new and demanding role, I thought that I might contribute to the occasion by saying something about what one should expect of a president and why it really matters. This is not such a simple question as some of you might think because opinions on the role of the college president in the United States vary widely at the present time.

There is first of all the heroic image. That is an image often invoked on occasions like this. It is the image of the crisis manager, the defender of

academic freedom, the entrepreneur of new initiatives, the soothsayer of new visions, the all-purpose leader. On the other hand, when the applause dies down and serious realists get together to talk about what is actually going on, there is another, more pragmatic view that is often expressed. This is the conception of the university president as a moderator among contending factions, someone who is skillful in placating the key constituencies, someone who understands what the real priorities are—in Clark Kerr's famous words, "providing football for the alumni, parking for the faculty, and sex for the students."

Finally, there is a third view—what one might call the despairing view of the college presidency—that I think was best expressed by one of the nation's most distinguished social scientists, Jim March of Stanford University, in a book about the university presidency. I read the book in search of inspiration, but I think the sentence that sticks out most in my mind was a sentence describing a series of interviews that he had with university presidents across the country. As I remember the words, "The presidents I talked with did not seem to know how they should allocate their time, but their confusion on this score was tempered by a firm conviction that nothing they did mattered very much anyway."

So which of these images fits best? What can we really expect of someone ascending to this position at this time? What should you expect at that moment that is described in a recent Carnegie Foundation report as a low point in academic leadership in this country?

Let me begin by saying just a quick word about where we have come from because it says a great deal about the current predicament of the university president in our national life. We have experienced three very different stages in the evolution of academic leadership in this country. The first period took place from 1870 to 1920. It was the era of great presidents—the era of Eliot and Harper, of Benjamin Wheeler, who rode to work on a white horse across campus at Berkeley, of Daniel Coit Gilman, and other larger-than-life figures who transformed our nineteenth-century sleepy colleges into great modern research universities. And why did they succeed in this heroic task? In large part because the circumstances were favorable. It was a time of growth, of industrialization. There were wealthy benefactors waiting in the wings to memorialize themselves by founding great universities. There were European models ready to be emulated. But leadership still counted for something. If you do not believe that, look at the two oldest universities in the United States, Harvard and William and Mary. One hundred and fifty years ago they were very similar—not too spectacular (nothing was very spectacular 150 years ago), but both doing a very good job for the well-born young men of their surrounding communities. As time went on, they took very different paths. William and Mary remains a very good college, while Harvard has become a very different kind of institution. Whichever one you like, they are scarcely the





THE REVEREND HELEN M. HAVENS



BISHOP MAURICE M. BENITEZ

same any longer, and leadership has had a great deal to do with the different results and the varying paths that they took over a century and a half.

The heroic period gave rise to a very different era marked by the rise of the faculty—a period from 1920 to 1970 that can best be understood by seeing the contrast with the age that came before. As late as 1915 the chairman of the University of Pennsylvania trustees, the great lawyer George Wharton Pepper, when he was asked, somewhat to his surprise, why he fired the radical sociologist Scott Nearing, replied, “I see no more reason to explain my action than I would in terminating the services of my chauffeur.” You are not likely to hear such a remark from George (Rupp) or Jim (Laney) or any other college president of my acquaintance, because a university’s reputation today derives not nearly so much from its president as from the scholarship of its professors. The students come to the university because of the prestige of the faculty. Vast federal funds come to the university because of the research that the faculty does. In short, professors are the most powerful force on campuses today because they have become the hardest to replace and because they contribute the most to the institution.

Since 1970 a new actor has come on the stage, ushering in a third era, and that actor is the federal government. The levels of government funding for research and student aid have become matters of extreme importance to major universities. Laws and restrictions have accumulated. Where

campuses were unregulated fifty years ago, they are now regulated on employment, on admissions, on the accounting for funds, and many other things. The economic policies, the budgetary policies, and the tax policies of Washington affect universities in critical ways. Suddenly, Washington has become a major force affecting our prosperity, our academic programs, our intellectual vitality.

All those changes have profoundly affected the president's role. The rise of the faculty has diminished the president's academic responsibilities as the faculty insists on playing the dominant, if not the sole role, in determining appointments, curriculum, and many other academic issues of the university. The rise of government creates a whole set of new pre-occupations that draw the president outside the campus and absorb his time. The steady growth of the university makes the task of management and the problems of raising funds much more onerous and time-consuming than they were before. And so we face today, I think, at universities across the country, a great anomaly. We choose our university presidents from academic ranks. We deliberately select people with very little financial administrative experience to run what are enormously complicated and expensive institutions, and we choose them from the academic ranks with no management experience because we consider it important to have people who have real judgment and experience in educational matters. And yet, the modern president is driven to spend more and more and more time on lobbying, on administration, on finance, and less and less on academic and intellectual questions. And so we run a grave risk today of having the worst of both worlds—with presidents who spend almost all their time on the very issues which they are least prepared to solve effectively.

Skeptics may ask whether this really matters. Certainly, there are many faculty members across the country who feel that it does not really matter, that we do not really need to have a president who is much more than a good front man. Professors can worry about the academic side of the institution; the competition with other universities will keep the institutions on their toes; good ideas will bubble up from creative professors; and deans and provosts can think about them and implement them. Of course, if it were truly that simple, then we should have done with it, appoint businessmen and politicians, and not rely upon inexperienced academicians to lead our universities. In fact, that would be an absolutely tragic mistake because there are certain academic functions that only academically experienced presidents can perform. Because, in spite of all the claims that I have mentioned, presidents—not the faculty—are the most likely to see where the weaknesses and complacencies have set in on their campuses and to bring new leadership in to remedy those problems. Presidents have the best vantage point to scan the larger environment outside the university and see where the opportunities reside for new initiatives. Surely they are best situated to create an environment and to mobilize the incentives that

will encourage the faculty to be innovative, to have the courage to seize new opportunities and take advantage of them. And presidents are certainly in the best position, once they have identified new ideas, to organize the effort to implement these initiatives and muster support from the world outside to allow the new ventures to go forward.

Those abilities are enormously important today because, for the past twenty years, without great fanfare, we have had an unprecedented period of innovation and experimentation. We have witnessed computer-assisted instruction, self-paced learning, competency-based learning, lifetime education, and many other promising initiatives. Now, the time has come to consider all those experiments and try to figure out through creative leadership which ones have worked and how the ones that have worked can be encouraged and spread throughout the institution. The issues that arise in making this effort are as numerous and important as they are difficult. For example, we read of millions and millions of dollars spent on campuses today to wire them with computers. Almost 25 percent of the class hours in this country are spent in front of machines, and yet the question remains—made poignant by the previous speaker's remarks—what promise does technology actually hold for the quality of education? Will it be a means for more active learning or a dehumanizing force that separates students from professors?

We heard about another issue this afternoon—how to integrate the cultures and avoid what Whitehead called “the fatal disconnectedness” of the college curriculum. Dr. Wheeler pointed to the scientist who is conversant with the humanities and the contributions that he can make. But, of course, an even more vexing question is how to accomplish the more difficult task of figuring out how to acquaint the humanists with the sciences. I remember, in reviewing our core curriculum at Harvard, when I was trying to explain to the faculty and to outsiders what we were trying to do with the compulsory section on the sciences, I said in the glib way that we presidents often affect: “What we are trying to do is to bring our students to the level of scientific literacy that will enable them to understand articles of the degree of difficulty that one finds in the *Scientific American*.” I felt rather pleased with that; it seemed a clear way of getting across what we were doing. As I walked out of the faculty meeting, I felt somebody tugging at my sleeve. It was a wonderful quiet, modest gentleman, Konrad Bloch, a Nobel prize-winning biochemist, whom I always looked to for scientific advice but was too stupid to ask on this occasion. He said, “Derek, I would like to talk to you for a moment.” And so I said, “Konrad, of course. What would you like to say?” He replied, “Derek, I cannot understand many of the articles in the *Scientific American*.” Well, if Konrad cannot understand them, it is obviously going to be quite a task to get them across to our students in the humanities as well.

Another issue that occurs to me is a very important one. We spend billions of dollars on higher education, and yet our faculties devote little, if any, attention to trying to figure out just what their students are learning, how rapidly they are progressing, what the impact intellectually on their students really is after four years of studying in our institutions. It is as if automobile manufacturers kept turning out millions of cars year after year without bothering to find out how fast the cars travel, how safe they are, how durable they might be, how fuel-efficient they have become. It is time for college presidents to begin thinking about how we can find out more about how well our students are progressing toward the goals that we profess so boldly in grandiloquent speeches to our alumni, and how we can help these young people accomplish more and develop more rapidly toward our intellectual goals. Representing one institution that is very successful in recruiting students, and talking to a group of proud alumni of another institution that is successful in attracting students, let me put it very bluntly. When will we stop congratulating ourselves for how bright our students are when they enter and start paying more attention to how much they learn after they arrive?

Let me mention yet another problem. We hear on all sides dissatisfaction with government. What is our responsibility in the universities for this? Why is it that education for government service represents the great missing link in higher education, and how can we begin to prepare people better for careers in public service by offering them a training comparable to what we have traditionally given to students entering the great private professions?

A final illustrative challenge. One of the most exciting developments in universities over the last ten or fifteen years is the very rapidly growing demand for education by older students in every significant occupation in the country. George adverted to just these programs this afternoon in talking about the size of the continuing education program here at Rice. At my university we have 15,000 regular students, and we have 45,000 students who come for nontraditional forms of instruction every year. And yet, despite the size and popularity of these programs, we still look at them as something peripheral, something marginal, something we do to use our plant efficiently or to placate the community. Such reasons are sadly out of date. If you look at the one institution I know best—at Harvard—who are these nontraditional students? They are two-thirds of the newly elected congressmen of the United States who come for a week of intensive instruction at the university before they take office. They are judges, admirals, generals, businessmen, journalists, people from all walks of life and from all important professions. They come because they need to learn, because their jobs are complicated and growing more so, because their work is changing rapidly, and because they need some systematic help in preparing them to deal with such rapid change and complexity. If lifetime



education of that kind has become that important, then we must start to think about how we will cease to regard those activities as marginal and begin to bring them within the heartland of the university without destroying the flexibility and creativity that have been their hallmark in the past.

To meet these challenges you have chosen a superb new president. In fifteen years of university administration, I have not seen a better academic leader than George. He will take some controversial stands. He will reconsider some old traditions, though always being careful to invoke the authority of the founders to cloak his innovations in a mantle of respectability. He will take some chances, he will set some ambitious goals and perhaps step on a toe here and there that badly needs stepping on. But you will not find him supporting any position that has not been carefully and imaginatively thought through, nor will he make an argument that cannot be articulately defended. I have come, during the course of your search, to marvel at your wisdom in making what must have seemed a most unconventional choice for this institution. You have shown great courage, as well as wisdom, in choosing George. Now you must have the courage to back him, to trust him, to follow him. If you do, he will lift Rice to levels you cannot imagine and help you capitalize on all the bright new opportunities that exist today to improve the quality of higher education throughout the length and breadth of this land.

Chairman Duncan spoke warmly of the impact that President Rupp had had in his brief months at Rice since July 1 and expressed his conviction that Rice had found a wonderful team in President Rupp and Provost Neal F. Lane. He then called on President Rupp to respond.

I cannot help thinking back to the faculty meeting at which my appointment was announced. Fortunately, there had been a leak to the *Houston Post* so that my colleagues on the faculty had a little time to get used to the shock of having the dean of the Divinity School named as president of Rice University. But, even apart from the leak, I had the faculty members of the Search Committee as my advance men, who warmed up the crowd before I arrived. And, when I came to greet the faculty, everyone stood up and clapped, and I felt like that was easy, I do not have to do anything else. I do feel that way this evening. With Jim Laney and Derek Bok as my advance men, it would be imprudent of me to say anything, since it would have to be disappointing after the expectations that they have raised.

But, I nonetheless welcome this opportunity to thank all of you who are here, who have provided me support as I accept this new position.



First, I want to express my appreciation to Norman and Gene Hackerman for their careful stewardship to this University for fifteen trying, difficult, demanding, but also successful years.

Secondly, I want to thank Charles Duncan and the members of the Board of Governors, along with all the predecessors whom you represent, for your most effective deployment over the years of the resources entrusted to you. That is an enormously important foundation on which we now can build in the years ahead. And I am very grateful for that.

Third, I am very grateful to Ralph O'Connor. Despite the fact, in truly uncharacteristic fashion, Ralph was not absolutely punctual this evening—not only that, but he, through inadvertence, made Josephine Abercrombie, who we all know is extremely punctilious about being on time, late. Now, I know we are all deeply sorry about that, and that is why I want to select Ralph O'Connor out for a special word of gratitude for his chairpersonship of the Presidential Search Committee. I only hope that what you found proves to be as successful as your very impressive search. I thank you and all of the members of the Search Committee for the enormous energy you invested in that process.

Fourth, I want to thank all of you on the Inaugural Committee that planned this festive occasion that we are enjoying this evening. In particular, Bob Patten, a faculty member who chaired the committee, and his very able colleagues, Linda Bramlett, Ruth Parks, Judy Allen, and all the other members of that important committee. You worked with great imagination and diligence, and all of us tonight are beneficiaries of your very effective collaboration. Thank you very much.

Fifth, I am most grateful to you, Jim and Derek, for your support over the years, for all that you have taught me, for your example in taking a distinguished institution and enhancing it further, and for your presence and your generous, indeed extravagant—not to say false—words this evening. I am delighted that you are here, and I appreciate very much your thoughtful remarks and your taking the time from your busy schedules to be here to deliver them. Having heard them now, I would have been more than happy to have you send them by mail and have someone read them. But it is even better that you were here to do it in person, and I am very grateful that you took the time to come.

Sixth, to old friends and family, I thank you for your advice over the years and miles and, in particular, for your counsel in the decision to move here at this time—even to those of you who were firmly convinced that it was a mistake for me to come.

Seventh, to Nancy and to Kathy and to Stephanie. I am deeply grateful for your generosity of spirit, the sense of adventure, the love and care that have allowed you to move yet again at an inopportune time.

Finally, I thank all of you, new friends and colleagues, for your warm

welcome to us and for your celebrating this occasion with us. We look forward to work and fun with all of you in the years ahead.

I am grateful to all of you, and I thank you for being here. Thank you very much.

Expressing his confidence that the University would prosper in the days to come and thanking those who had attended, Mr. Duncan then introduced the Right Reverend Maurice Benitez, bishop of the Episcopal Diocese of Texas. Noting that God loved Rice and George Rupp, Bishop Benitez referred to how the rains had held off until the inaugural ceremonies were completed that afternoon and then pronounced the benediction.

Go forth this night, in the strength of Almighty God, with His love and His joy in your hearts, and with an exciting vision, a dream in your minds of all that Rice University can be, together with the determination to work mightily to make it come to pass. Build of Rice University, out of its present greatness, an ever finer instrument that God can use to make of this world a better world, a more righteous and compassionate world, a more just and peaceful world, more the place that He created it to be, through shaping the minds, inspiring the hearts, and firing the imaginations of the students who pass through this University.

The Lord bless you and keep you. The Lord make His face to shine upon you and be gracious unto you. The Lord lift up the light of His countenance upon you and give you His peace, and the power and strength to do His will in the exciting adventures that lie before you, this night and forever more. *Amen.*



PRESIDENT AND MRS. RUPP JOKE WITH  
STUDENTS AT THE ALL-UNIVERSITY FESTIVAL



## OTHER INAUGURAL EVENTS

The most formal inaugural ceremonies were completed on Friday, October 25, but there were other occasions worthy of note. On Saturday, October 26, at 11 A.M. President and Mrs. Rupp greeted a host of guests at Cohen House and provided a very fine luncheon. Those guests who chose to do so were provided with tickets to the football game with Texas A&M University. Regrettably, the Owls were on the short end of a 43-28 score.

The final event was held on Sunday afternoon, October 27, on a very windy and very threatening day. This was dubbed an All-University Festival and was organized by the Rice Student Association and the Graduate Student Association, being held on the lawn south of Hamman Hall. President Rupp, his family, and other members of the Rice community watched as students, usually organized by colleges, engaged in tea-tricycle races, tugs of war, and water-balloon tosses. On a stage erected in front of Hamman Hall, they produced short dramatic and dance programs. Subsequently, the Marching Owl Band provided music.

Almost 2,800 barbecue dinners were served, and several dozen kegs of beer were broached. The occasion proved so mutually agreeable that Vice President for Undergraduate Affairs Ronald F. Stebbins proposed that it be made an annual affair.

The weather maintained its consistent presence, concluding the affair some thirty minutes early by a heavy downpour.



ONE SIDE OF A TUG OF WAR

# DELEGATES OF INSTITUTIONS OF HIGHER LEARNING

13TH		
CENT.	UNIVERSITY OF OXFORD	Julie M. Taylor
1451	UNIVERSITY OF GLASGOW	Bernard Aspinwall
1472	LUDWIG-MAXIMILIANS UNIVERSITÄT MÜNCHEN	Carl Rau
1477	EBERHARD-KARLS UNIVERSITÄT TÜBINGEN	Otto Betz
1636	HARVARD UNIVERSITY	President Derek C. Bok
1696	ST. JOHN'S COLLEGE	Gail Donohue
1701	YALE UNIVERSITY	William S. Kilroy
1740	UNIVERSITY OF PENNSYLVANIA	Allen H. Carruth
1746	PRINCETON UNIVERSITY	John B. Ashmun
1749	WASHINGTON AND LEE UNIVERSITY	Thomas D. Anderson
1754	COLUMBIA UNIVERSITY	Harold M. Hyman
1764	BROWN UNIVERSITY	John P. Hansen
1766	RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY	Gary A. Barch
1769	DARTMOUTH COLLEGE	John H. O'Connor
1773	DICKINSON COLLEGE	Carol Graebner Reinhard
1776	HAMPDEN-SYDNEY COLLEGE	A. Leslie Ballard
1780	TRANSYLVANIA UNIVERSITY	Marc Richard Lamond
1787	FRANKLIN AND MARSHALL COLLEGE	Stanley J. Dudrick
1787	UNIVERSITY OF PITTSBURGH	James E. Werner
1789	GEORGETOWN UNIVERSITY	Robert J. Hogan
1791	UNIVERSITY OF VERMONT	Douglas Taft
1793	WILLIAMS COLLEGE	Mark C. Taylor
1794	BOWDOIN COLLEGE	L. Bruce Locke
1794	UNIVERSITY OF TENNESSEE SYSTEM	Garner P. Strickland
1795	UNION COLLEGE	Michael J. Epstein
1798	UNIVERSITY OF LOUISVILLE	Mrs. Wilson R. Barnes
1800	MIDDLEBURY COLLEGE	Thomas C. Ryan
1801	UNIVERSITY OF SOUTH CAROLINA	Harold B. Hagan
1802	UNITED STATES MILITARY ACADEMY	Col. John Bradley
1809	MIAMI UNIVERSITY	Imogen Sherman Papadopoulos
1811	HARVARD DIVINITY SCHOOL	Sharon Parks
1812	HAMILTON COLLEGE	Jeffrey R. Parsons
1813	COLBY COLLEGE	Lewis Krinsky
1817	UNIVERSITY OF MICHIGAN	Brian D. Forman
1819	CENTRE COLLEGE	Kevin Frank Risley
1819	COLGATE UNIVERSITY	Alfred G. Jamison
1819	NORWICH UNIVERSITY	Carl L. Drechsel
1820	INDIANA UNIVERSITY	William Russell Baldwin



1821	AMHERST COLLEGE	Benjamin Gladney Wells
1821	GEORGE WASHINGTON UNIVERSITY	Frances Ridgway Brotzen
1824	KENYON COLLEGE	Joseph G. Galagaza
1824	RENSSELAER POLYTECHNIC INSTITUTE	Sanford McCormick
1825	CENTENARY COLLEGE OF LOUISIANA	Dorothy Bird Gwin
1826	CASE WESTERN RESERVE UNIVERSITY	William T. Butler
1826	LAFAYETTE COLLEGE	Howard L. Gordon
1827	HANOVER COLLEGE	Frank M. Fisher
1829	ILLINOIS COLLEGE	Robert M. Thrall
1830	RANDOLPH-MACON COLLEGE	Robert B. Barnes
1830	UNIVERSITY OF RICHMOND	Herbert C. Allen, Jr.
1831	DENISON UNIVERSITY	Philip Oxley
1831	NEW YORK UNIVERSITY	Aaron J. Farfel
1831	WESLEYAN UNIVERSITY	John F. Woodhouse
1831	XAVIER UNIVERSITY	George H. Brueggeman
1833	HAVERFORD COLLEGE	Stephen L. Klineberg
1833	OBERLIN COLLEGE	John Bryant
1833	STEPHENS COLLEGE	Kathleen Stolte Sherrod
1833	UNIVERSITY OF DELAWARE	Lawrence R. Catuzzi
1834	WAKE FOREST UNIVERSITY	Andrew Marsh Utter
1835	TULANE UNIVERSITY	Philip E. Masquelette
1836	EMORY UNIVERSITY	President James T. Laney
1836	UNIVERSITY OF LONDON	Ronald F. Stebbings
1837	DAVIDSON COLLEGE	John A. Mawhinney, Jr.
1837	KNOX COLLEGE	David M. Bates
1837	MOUNT HOLYOKE COLLEGE	Kathryn Eppston Rabinow
1838	DUKE UNIVERSITY	G. King Walters
1839	BOSTON UNIVERSITY	President John R. Silber
1839	VIRGINIA MILITARY INSTITUTE	Frank A. Liddell, Jr.
1840	BETHANY COLLEGE	Frank Donics
1840	SOUTHWESTERN UNIVERSITY	President Roy B. Shilling, Jr.
1841	FORDHAM UNIVERSITY	Kevin O'Brien
1842	HOLLINS COLLEGE	Jeanne Moran Cunningham
1842	OHIO WESLEYAN UNIVERSITY	Robert M. Stein
1843	COLLEGE OF THE HOLY CROSS	Francis B. Garvey, Jr.
1844	STATE UNIVERSITY OF NEW YORK AT ALBANY	Linda M. Cipriani
1845	BAYLOR UNIVERSITY	Provost John S. Belew
1845	UNITED STATES NAVAL ACADEMY	Capt. Robert E. Gasser, USN
1845	UNIVERSITY OF MARY HARDIN-BAYLOR	President Bobby E. Parker
1846	BELOIT COLLEGE	David Threinen
1846	GRINNELL COLLEGE	James R. Kletke
1846	EARLHAM COLLEGE	Elaine Wynegar
1847	LAWRENCE UNIVERSITY	David A. Knickel

1847	UNIVERSITY OF IOWA	Kenneth L. Otto
1848	UNIVERSITY OF MISSISSIPPI	Thomas G. Barksdale
1849	AUSTIN COLLEGE	President Harry E. Smith
1850	UNIVERSITY OF ROCHESTER	Robert S. Moehlman
1850	UNIVERSITY OF UTAH	Harlan J. Spjut
1851	NORTHWESTERN UNIVERSITY	Raymond D. Richards
1851	WESTMINSTER COLLEGE, MISSOURI	Ronald N. Taylor
1852	MILLS COLLEGE	Sybil Johnson Dray
1852	TUFTS UNIVERSITY	Allen B. Potvin
1853	WASHINGTON UNIVERSITY	John P. Diesel
1855	BATES COLLEGE	Dean S. Skelley
1855	BEREA COLLEGE	Raleigh F. Johnson, Jr.
1855	PENNSYLVANIA STATE UNIVERSITY	Richard Wainerdi
1855	UNIVERSITY OF SAN FRANCISCO	Gregory Vervais
1856	AUBURN UNIVERSITY	Becky Arrington
1857	FLORIDA STATE UNIVERSITY	Susan A. MacManus
1858	IOWA STATE UNIVERSITY	Eugene P. Lazzari
1860	LOUISIANA STATE UNIVERSITY	B. Wayman Ball
1861	MASSACHUSETTS INSTITUTE OF TECHNOLOGY	Arnold M. Singer
1861	VASSAR COLLEGE	Frances Tarlton Farenthold
1863	BOSTON COLLEGE	Thomas M. Moran
1863	KANSAS STATE UNIVERSITY	Tessie Agan
1864	SWARTHMORE COLLEGE	Susan Schultz Tapscott
1865	CORNELL UNIVERSITY	George S. Slocum
1865	FISK UNIVERSITY	President Henry Ponder
1865	LEHIGH UNIVERSITY	Mason P. Pearsall
1865	UNIVERSITY OF KANSAS	Michael Rasmussen
1865	UNIVERSITY OF KENTUCKY	William S. Kafoglis
1865	WASHBURN UNIVERSITY OF TOPEKA	Richard Fladung
1865	WORCESTER POLYTECHNIC INSTITUTE	Donald G. Weikman
1866	CARLETON COLLEGE	Nylene Eckles
1866	DREW UNIVERSITY	James A. Castañeda
1866	UNIVERSITY OF NEW HAMPSHIRE	John H. Ankiewicz
1867	NEW ENGLAND CONSERVATORY OF MUSIC	Richard D. Blair
1867	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	Cmdr. Dale A. Gardner
1868	OREGON STATE UNIVERSITY	R. Franklin Ramig
1868	UNIVERSITY OF CALIFORNIA, BERKELEY	Edward S. Lewis
1868	WELLS COLLEGE	Leigh A. Rappole
1869	PURDUE UNIVERSITY	Richard Brewer
1869	TRINITY UNIVERSITY	President Ronald Calgaard
1869	UNIVERSITY OF NEBRASKA-LINCOLN	Robert Lovitt
1869	URSINUS COLLEGE	Allen J. Matusow
1870	COLORADO STATE UNIVERSITY	Judith A. Chambers

1870	ST. JOHN'S UNIVERSITY	Clara Dworsky
1870	SYRACUSE UNIVERSITY	James R. Jacob
1870	WELLESLEY COLLEGE	Suzanne Kibler Morris
1871	SMITH COLLEGE	Maconda Brown O'Connor
1871	UNIVERSITY OF ARKANSAS	Lisa C. Widner
1872	VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY	J. Landon Short
1873	TEXAS CHRISTIAN UNIVERSITY	Chancellor William E. Tucker
1873	VANDERBILT UNIVERSITY	Eugene H. Vaughan, Jr.
1874	COLORADO SCHOOL OF MINES	John W. Williams
1874	MACALESTER COLLEGE	Sheridan Eileen Hopper
1874	COLORADO COLLEGE	Alice Ballew McAlpine
1875	BRIGHAM YOUNG UNIVERSITY	Richard E. Hall
1876	THE JOHNS HOPKINS UNIVERSITY	Francis I. Catlin
1876	PRAIRIE VIEW A&M UNIVERSITY	Vice President Thomas J. Cleaver
1876	TEXAS A&M UNIVERSITY	Provost Gordon P. Eaton
1876	TEXAS A&M UNIVERSITY SYSTEM	Chancellor Arthur G. Hansen
1876	UNIVERSITY OF COLORADO-Boulder	David C. Hawthorn
1876	UNIVERSITY OF OREGON	Robert B. Merrifield
1877	RHODE ISLAND SCHOOL OF DESIGN	Dorothy Hood
1878	MISSISSIPPI STATE UNIVERSITY	James Rouse
1879	RADCLIFFE COLLEGE	Margaret Touborg
1880	UNIVERSITY OF SOUTHERN CALIFORNIA	Vice President Irwin C. Lieb
1881	BISHOP COLLEGE	President Wright L. Lassiter, Jr.
1881	DRAKE UNIVERSITY	Patricia Rizzoli Aguglia
1881	INCARNATE WORD COLLEGE	President Louis J. Agnese, Jr.
1881	SPELMAN COLLEGE	Gladys Inez Forde
1881	TUSKEGEE UNIVERSITY	Bishop B. Curry, III
1881	UNIVERSITY OF TEXAS SYSTEM	Vice Chancellor James P. Duncan
1883	UNIVERSITY OF TEXAS AT AUSTIN	President William H. Cunningham
1884	TEMPLE UNIVERSITY	Charles Straub
1885	BRYN MAWR COLLEGE	Kristine Gilmartin Wallace
1885	GOUCHER COLLEGE	Lee M. Huber
1885	ROLLINS COLLEGE	Bari Watkins
1885	ST. EDWARD'S UNIVERSITY	Vice President Martin F. Larrey
1885	STANFORD UNIVERSITY	Judy Ley Allen
1885	UNIVERSITY OF ARIZONA	Philip Robert Wyde
1886	UNIVERSITY OF TENNESSEE AT CHATTANOOGA	Patricia Walker
1886	UNIVERSITY OF WYOMING	George R. O'Connor
1887	CATHOLIC UNIVERSITY OF AMERICA	Patricia A. Buffler

1887	CLARK UNIVERSITY	William E. F. Thurber, Jr.
1887	OCCIDENTAL COLLEGE	Michael E. Speer
1887	POMONA COLLEGE	Juliet Bixby
1889	AGNES SCOTT COLLEGE	Elizabeth J. Boyt
1889	BARNARD COLLEGE	Patricia Bodell Bajenski
1889	CLEMSON UNIVERSITY	Provost W. David Maxwell
1889	EAST TEXAS STATE UNIVERSITY	Vance Underhill
1889	HOWARD PAYNE UNIVERSITY	Bill Farmer
1889	UNIVERSITY OF NEW MEXICO	Barbara Seligman
1890	NORTH DAKOTA STATE UNIVERSITY	Lynn Alphson O'Connor
1890	NORTH TEXAS STATE UNIVERSITY	Chancellor Alfred F. Hurley
1890	OKLAHOMA STATE UNIVERSITY	Hugh F. Wynn
1890	UNIVERSITY OF OKLAHOMA	Mrs. Dudley Sharp, Jr.
1891	CALIFORNIA INSTITUTE OF TECHNOLOGY	Donald D. Clayton
1891	HARDIN-SIMMONS UNIVERSITY	Edward Jackson
1891	RANDOLPH-MACON WOMAN'S COLLEGE	Mary Catherine Farrington Miller
1891	TEXAS LUTHERAN COLLEGE	Frank Giesber
1891	UNIVERSITY OF CHICAGO	John A. S. Adams
1892	UNIVERSITY OF RHODE ISLAND	James D. Murphy
1893	MONTANA STATE UNIVERSITY	Mrs. Larry LaBrant
1893	SOUTHWESTERN ADVENTIST COLLEGE	President Marvin Anderson
1895	UNIVERSITY OF TEXAS AT ARLINGTON	Bob F. Perkins
1898	NORTHEASTERN UNIVERSITY	George J. Kostas
1899	NORTHERN ARIZONA UNIVERSITY	Nancy O'Connor Abenshein
1899	TARLETON STATE UNIVERSITY	Don M. Beach
1900	BAYLOR COLLEGE OF MEDICINE	President William T. Butler
1900	CARNEGIE-MELLON UNIVERSITY	Roland M. Smith
1901	GRAMBLING STATE UNIVERSITY	Arthur C. Griffin
1901	SWEET BRIAR COLLEGE	Katherine JoEllen Lenoir
1902	BERRY COLLEGE	President Gloria M. Shatto
1905	JULLIARD SCHOOL	Robert Atherholt
1905	UNIVERSITY OF CALIFORNIA, DAVIS	Richard J. Smith
1906	ABILENE CHRISTIAN UNIVERSITY	Chancellor John C. Stevens
1907	UNIVERSITY OF REDLANDS	Albert B. Turner
1908	SOUTHWESTERN BAPTIST THEOLOGICAL SEMINARY	Provost John P. Newport
1908	TEXAS WESLEYAN COLLEGE	Leon C. Matthis
1908	WAYLAND BAPTIST UNIVERSITY	Kenneth L. Mattox
1909	WEST TEXAS STATE UNIVERSITY	Catherine Weinang
1910	UNIVERSITY OF SOUTHERN MISSISSIPPI	Robert H. Milsted
1911	OUR LADY OF THE LAKE UNIVERSITY	President Sr. Elizabeth Anne Sueltenfus
1911	PINE MANOR COLLEGE	President Rosemary Ashby

1911	SKIDMORE COLLEGE	Margo P. Randt
1911	SOUTHERN METHODIST UNIVERSITY	Provost Hans J. Hillerbrand
1912	EAST TEXAS BAPTIST UNIVERSITY	President Jerry F. Dawson
1917	PROVIDENCE COLLEGE	Terrence A. Doody
1922	McMURRY COLLEGE	Vice President Paul E. Jungmeyer
1922	MIDWESTERN STATE UNIVERSITY	Barbara J. Williams
1922	UNIVERSITY OF DELHI	Ramesh Chandra
1923	LAMAR UNIVERSITY	President Billy J. Franklin
1923	SCHREINER COLLEGE	President Sam M. Junkin
1923	SOUTH TEXAS COLLEGE OF LAW	President W. J. Williamson
1923	STEPHEN F. AUSTIN STATE UNIVERSITY	James V. Reese
1923	TEXAS TECH UNIVERSITY	Vice President Donald R. Haragan
1924	DALLAS THEOLOGICAL SEMINARY	Robert A. Tolson
1925	TEXAS A&I UNIVERSITY	Morton L. Curtis
1925	CLAREMONT GRADUATE SCHOOL	Dennis W. Spuck
1925	HEBREW UNIVERSITY OF JERUSALEM	Israel Lieblich
1925	UNIVERSITY OF MIAMI	Norman G. Einspruch
1926	CONCORDIA LUTHERAN COLLEGE	President Ray F. Martens
1926	SARAH LAWRENCE COLLEGE	Lois Farfel Stark
1927	SOUTHWESTERN ASSEMBLIES OF GOD COLLEGE	President Paul Savell
1927	UNIVERSITY OF HOUSTON SYSTEM	President Charles E. Bishop
1932	BENNINGTON COLLEGE	Judith B. Hoffberger
1934	UNIVERSITY OF HOUSTON, UNIVERSITY PARK	Vice Chancellor A. Benton Cocanougher
1942	FAIRLEIGH DICKINSON UNIVERSITY	Phyllis McGaughy
1944	UNIVERSITY OF TEXAS SYSTEM CANCER CENTER	Vice President Charles B. McCall
1945	ROOSEVELT UNIVERSITY	Christopher J. Wade
1947	TEXAS SOUTHERN UNIVERSITY	Nell Cline
1947	UNIVERSITY OF ST. THOMAS	Chancellor Rev. William R. Young
1948	BRANDEIS UNIVERSITY	J. Victor Samuels
1954	UNITED STATES AIR FORCE ACADEMY	Lt. Col. Larry L. Miller
1955	HARVEY MUDD COLLEGE	Stanley C. Dodds
1956	UNIVERSITY OF DALLAS	President Robert F. Sasseeen
1957	LUBBOCK CHRISTIAN COLLEGE	Don Williams
1958	UNIVERSITY OF NEW ORLEANS	Chancellor Cooper R. Mackin
1959	UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO	Erle K. Adrian, Jr.
1960	HOUSTON BAPTIST UNIVERSITY	Vice President Roger L. Brooks
1961	SAN JACINTO COLLEGE DISTRICT	Karen A. Hattaway
1965	UNIVERSITY OF COLORADO AT COLORADO SPRINGS	Chancellor Neal F. Lane



1965	UNIVERSITY OF WISCONSIN AT GREEN BAY	Chancellor Donald F. Harden
1969	HOUSTON INTERNATIONAL UNIVERSITY	Provost Luis L. Salinas
1969	UNIVERSITY OF TEXAS AT DALLAS	President Robert H. Rutford
1969	UNIVERSITY OF TEXAS AT SAN ANTONIO	President James W. Wagener
1971	HOUSTON COMMUNITY COLLEGE SYSTEM	Vice President B. L. Ditto
1971	TEXAS A&M UNIVERSITY AT GALVESTON	Sammy M. Ray
1971	UNIVERSITY OF TEXAS AT TYLER	Vice President Thomas L. Fernandez
1972	UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON	President Roger J. Bulger
1972	UNIVERSITY SYSTEM OF SOUTH TEXAS	Joseph J. Szutz
1973	AMERICAN TECHNOLOGICAL UNIVERSITY	Charles E. Urbanic
1973	UNIVERSITY OF TEXAS OF THE PERMIAN BASIN	President Duane M. Leach
1974	UNIVERSITY OF HOUSTON, CLEAR LAKE	Chancellor Thomas M. Stauffer
1974	UNIVERSITY OF HOUSTON, DOWNTOWN	Chancellor Alexander F. Schilt

# DELEGATES OF LEARNED AND PROFESSIONAL SOCIETIES AND OTHER INSTITUTIONS

1776	PHI BETA KAPPA	N. Burr Furlong
1780	AMERICAN ACADEMY OF ARTS AND SCIENCES	J. Robert Nelson
1847	AMERICAN MEDICAL ASSOCIATION	Joseph T. Painter
1848	AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE	G. King Walters
1852	AMERICAN SOCIETY OF CIVIL ENGINEERS	James R. Sims
1857	AMERICAN INSTITUTE OF ARCHITECTS	Benjamin E. Brewer, Jr.
1863	NATIONAL ACADEMY OF SCIENCES	Perry L. Adkisson
1869	AMERICAN PHILOLOGICAL ASSOCIATION	Kristine Gilmartin Wallace
1879	ARCHAEOLOGICAL INSTITUTE OF AMERICA	Walter M. Widrig
1883	MODERN LANGUAGE ASSOCIATION	Gertrud B. Pickar
1885	AMERICAN ECONOMIC ASSOCIATION	Patricia N. Pando
1885	TAU BETA PI ASSOCIATION	Martin E. King
1886	SIGMA XI, THE SCIENTIFIC RESEARCH SOCIETY	Stuart Feldman
1887	AMERICAN PHYSIOLOGICAL SOCIETY	Stanley G. Schultz
1888	GEOLOGICAL SOCIETY OF AMERICA	Kevin Burke
1889	AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE	Joseph Cooper
1895	SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS	Billy J. Franklin
1899	AMERICAN PHYSICAL SOCIETY	Neal F. Lane
1899	AMERICAN SOCIETY FOR MICROBIOLOGY	Robert P. Williams
1900	ASSOCIATION OF AMERICAN UNIVERSITIES	Derek C. Bok
1901	AMERICAN PHILOSOPHICAL ASSOCIATION	Bredo C. Johnsen
1903	AMERICAN POLITICAL SCIENCE ASSOCIATION	Joseph Cooper
1905	AMERICAN SOCIOLOGICAL ASSOCIATION	William C. Martin
1907	ORGANIZATION OF AMERICAN HISTORIANS	Thomas L. Haskell
1908	AMERICAN INSTITUTE OF CHEMICAL ENGINEERS	Patsy S. Chappellear
1911	COLLEGE ART ASSOCIATION OF AMERICA	Eleanor S. Greenhill
1915	AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS	Robert L. Patten
1915	ASSOCIATION OF AMERICAN COLLEGES	Frank E. Vandiver
1916	AMERICAN ACCOUNTING ASSOCIATION	Stephen A. Zeff

1918	AMERICAN COUNCIL ON EDUCATION	Thomas M. Stauffer
1919	AMERICAN COUNCIL OF LEARNED SOCIETIES	Earl Douglas Mitchell
1923	THE AMERICAN INSTITUTE OF CHEMISTS, INC.	Joyce Butler Thompson
1924	LINGUISTIC SOCIETY OF AMERICA	Sydney M. Lamb
1932	AMERICAN INSTITUTE OF AERONAUTICS AND ASTRONAUTICS	Frederic A. Wierum
1932	ASSOCIATION OF RESEARCH LIBRARIES	Irene B. Hoadley
1934	AMERICAN MUSICOLOGICAL SOCIETY	Anne Schnoebelen
1934	NATIONAL SOCIETY OF PROFESSIONAL ENGINEERS	Roger Eichhorn
1934	SOUTHERN HISTORICAL ASSOCIATION	John B. Boles
1936	TEXAS INSTITUTE OF LETTERS	Gregory Curtis
1937	NATIONAL ASSOCIATION OF COLLEGE ADMISSIONS COUNSELORS	Ron W. Moss
1948	AMERICAN GEOLOGICAL INSTITUTE	Doris M. Curtis
1954	AMERICAN NUCLEAR SOCIETY	Dale Klein
1960	COUNCIL OF GRADUATE SCHOOLS	Eugene H. Wissler
1963	INDEPENDENT COLLEGES AND UNIVERSITIES OF TEXAS	Carol McDonald
1964	NATIONAL ACADEMY OF ENGINEERING	William E. Gordon and J. H. U. Brown

# INAUGURATION CERTIFICATES OF GREETING

AGNES SCOTT COLLEGE  
AMERICAN ACADEMY OF ARTS AND SCIENCES  
AMERICAN PHILOSOPHICAL SOCIETY  
ARIZONA STATE UNIVERSITY  
BERRY COLLEGE  
BETHANY COLLEGE  
BRANDEIS UNIVERSITY  
BRIGHAM YOUNG UNIVERSITY  
BROWN UNIVERSITY  
BUCKNELL UNIVERSITY  
CALIFORNIA INSTITUTE OF TECHNOLOGY  
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GEORGIA INSTITUTE OF TECHNOLOGY  
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JARVIS CHRISTIAN COLLEGE  
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SPELMAN COLLEGE  
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